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ABSTRACT

The project to examine and improve the use of advisory committees in vocational education in Michigan produced this three-part document: a guide for the effective use of advisory committees, a report on the use of advisory committees, and a workshop leaders's guide. The self-instructional guide for the effective use of educational advisory committees contains three sections. Section A provides eight structural communication exercises dealing with the major functions of such committees (occupation/community surveys, course content advisement, student placement, community public relations, equipment and facilities, program staffing, program review, and community resources). Section B presents resource materials for educators revolving around these eight functions. Section C examines methods of assessment and goal setting and strategies for the development of local action plans. The report on the use of these committees is divided into six sections covering: problems relating to advisory committees, methodology, the extent to which committees are used, the relationship between the current level of involvement and the perceived level of utilization that advisory committee members project, and comparisons between secondary and post secondary committees. Fourteen recommendations are based on questionnaire responses. The workshop leader's guide contains appropriate materials for the planning, operation, and evaluation of workshops. (JB)

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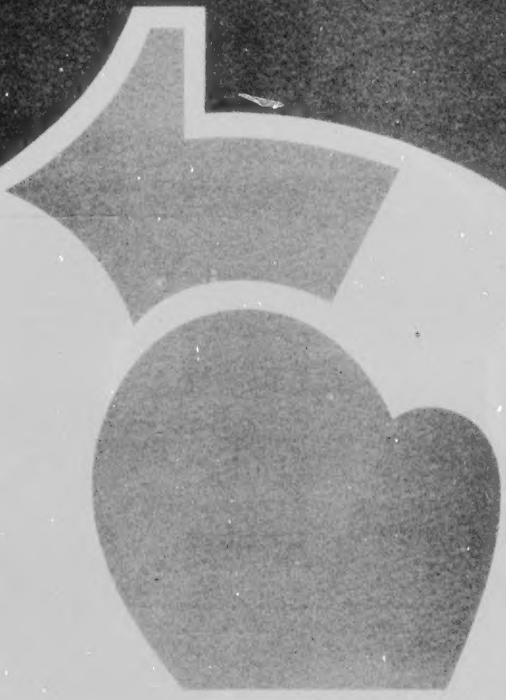
Vocational Education Advisory Committees



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A Guide for the Effective Utilization of Advisory Committees

PREPARED BY
CENTRAL MICHIGAN UNIVERSITY
LESLIE H. COCHRAN, Project Director
L. ALLEN PHELPS, Associate Director
JOSEPH F. SKUPIN, Associate Director

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PREFACE

As a result of the ineffective use of advisory committees in Michigan, Central Michigan University was awarded a $45,903 grant to: 1) systematically collect data related to the problem, 2) develop self-instructional modules to adequately prepare vocational educators in the effective use of advisory committees, 3) provide regionally based in-service programs for current vocational educators, and 4) serve as a coordinating agent in a state-wide effort to make advisory committees an integral component of all vocational education programs in the State.

This Guide was based on data collected in the Needs Assessment on the Use of Vocational Advisory Committees in Michigan which is available through the Vocational and Technical Education Service, Michigan Department of Education. As one of the components in the materials development phase of the project, the Guide was designed on a self-instructional basis. Its three major sections provide: 1) a series of structural communication exercises designed to assist individuals and/or groups in the development of competencies to more effectively utilize advisory committees, 2) typical examples of resource materials that are currently being used by individuals in working with their advisory committees, and 3) guides that may be used to assist individuals change the current level of usage and effectiveness of advisory committees.

In addition to these resources, the following materials are also available from each of the teacher preparation institutions in the State and the Vocational and Technical Education Service, Michigan Department of Education: 1) sound/slide presentation (23 minutes), 2) Filmstrips with tape cassettes (identical to slide/tape presentation), and 3) workshop guides and evaluation forms for conducting in-service workshops. Personnel to provide further assistance may be obtained from either teacher preparation institutions or the Michigan Department of Education.

The focus of this Guide is to provide ideas as to "procedures" for seeking solutions to problems commonly encountered by advisory committees. The intent is not to give answers, but to share perspectives which may assist individuals in the pursuit of solutions.

Leslie H. Cochran

ACKNOWLEDGEMENTS

The development of this Guide would have been impossible to complete without the assistance of numerous individuals throughout the State. It is not possible to singularly identify each of the individuals involved in the process, but the authors are indeed grateful to those that donated their personal time, effort, and materials to this Guide.

Special recognition is given to the hundreds of individuals representing local vocational education programs in the State for this support of the total effort. This includes individuals from labor, business and industry, and vocational directors, occupational deans, vocational teachers, school superintendents, community college presidents and board and trustee members.

Further, sincere appreciation is extended to personnel in the State Department of Education for their insights and assistance. Special recognition is given to Karl Stearns and Robert Weishan for their leadership, support, and assistance in the development of the materials.

In addition, the expertise of these and other individuals was supplemented throughout the duration of the Vocational Education Advisory Committee Projects by its Advisory Committee:

Gerald Butts
Alma Public Schools

Jacqueline Kemp
Kalamazoo Valley Community College

Daniel Kruger
Michigan State University

Paul D. Kuwik
Eastern Michigan University

Anson Lovellette
Bendix Corporation

William Main
Chrysler Corporation

O. Donald Meaders
Michigan State University

Donald Olson
Montcalm Community College

Edwin St. John
Michigan Department of Education

Tom Turner
Metropolitan Detroit AFL-CIO

Leslie H. Cochran
L. Allen Phelps
Joseph F. Skupin, Jr.

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Vocational Education and Career Development Services

Box 928, Lansing, Michigan 48904

JOHN W. PORTER
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Public Instruction

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Dear Participants:

I want to take this opportunity to compliment you on the professional commitment you have shown by your participation in this in-service program on the use of advisory committees. I am well aware of the many demands placed upon your time by the complexities of our Michigan Vocational-Technical Education Delivery System. It is, therefore, especially significant that you have chosen to participate in this training program since it demonstrates once again the high priority vocational educators have always placed on the work of advisory committees.

This faith in the potential of citizen advisory groups has been amply rewarded throughout the years. Those of us who have labored in the occupational education field for some time have seen vocational education grow and prosper largely due to the quality of the services we have provided and to the solid public support we have earned. Both of these factors are due in large measure to our continued professional dedication to active citizen involvement in our educational programs. We in vocational education learned long ago that educators alone can never hope to accomplish as much as educators and lay people working cooperatively can.

But the accomplishments of the recent past should not blind us to the challenges of the future. Now that Michigan has taken positive legislative action to initiate school based career education, the demands on vocational education will be greatly increased. Not only will we have to provide occupational preparation programs for a much larger percentage of our student population, but we will also have to design new programs in order to prepare students in many more job areas. In all of this, we will need to rely heavily on the sound council of our citizen advisory groups. This means that we must increase our efforts towards making these advisory groups truly effective partners within the Michigan vocational education enterprise.

This in-service program is one small step toward that goal. I hope that as you go through this training, you will gain new insights and new techniques which you can take back and use in your local school districts. If we at the Vocational-Technical Education Service of the Michigan Department of Education can do our job in supporting your work at the local level, I am confident that vocational education in Michigan has a very bright future ahead of it.

Sincerely,

Addison S. Hobbs
State Director
Vocational-Technical
Education Service

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STRUCTURAL COMMUNICATION EXERCISES

Section A

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STRUCTURAL COMMUNICATION EXERCISES

- What are Structural Communication Exercises?

  Structural communications are means of developing greater understanding of a certain topic. In this case the topics are concerned with the eight major functions of educational advisory committees. This series of exercises will provide you with a greater awareness and understanding of the various functions of advisory committees.

- How can I use the exercises?

  Any of the exercises can be used in either an individual (self-instructional) format, or a small group discussion format.

- Specifically, what will I gain from the exercises?

  Each exercise will provide you with a better understanding of:

  a) The problems associated with how an advisory committee might function in an identified role.

  b) Some possible alternative approaches to solving the problems.

  c) Some new ideas, concepts, or perspectives regarding the potential implementation of the advisory committee role under discussion.

- What is the general procedure for completing a Structural Communication Exercise? (Begin by selecting one exercise of interest to you from the following eight exercise packages and follow the instructions given in the exercise. You should complete at least two (2) exercises to ensure a broader understanding of advisory committees roles.)

  Step 1: Read the INTENTION (Introductory Information)

  Step 2: Read the INVESTIGATION (realistic advisory committee problem)

  Step 3: Select your responses to the INVESTIGATION statement on the RESPONSE MATRIX. (If the exercise is used in a small group format, also develop a group response.

  Step 4: Review the DIAGNOSTIC and read the appropriate DISCUSSION COMMENTS

  Step 5a: Read the VIEWPOINT for clarification or additional information and develop a revised response on the RESPONSE MATRIX.

  or

  Step 5b: Develop a revised response on the RESPONSE MATRIX.

STRUCTURAL COMMUNICATION EXERCISE DESCRIPTORS

The listings below provide an outline for the structural communication exercises that follow. These examples illustrate problems commonly faced by advisory committees. The program areas and levels may be used in their present form or altered to meet a specific need in your community.

	Exercise	Program Area	Program Level
1.	Occupational/Community Surveys	Health Occupations	Senior High School
2.	Course Content Advisement	Automotive Service	Community College
3.	Student Placement	Placement Center	Senior High School
4.	Community Public Relations	Vocational Education	Area Vocational Center
5.	Equipment and Facilities	Machine Technology	Community College
6.	Program Staffing	Food Service	Area Vocational Center
7.	Program Review	Vocational Education	Senior High School
8.	Community Resources	Career Exploration	Junior High School

THE OCCUPATIONAL/COMMUNITY SURVEY FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 1

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THE OCCUPATIONAL/COMMUNITY SURVEY FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Exercise 1

PURPOSE OF EXERCISE

This exercise is intended to give you an overview of how the advisory committee can assist in the coordinating and conducting of occupational and/or community surveys. This exercise is intended to increase your general understanding and awareness in this area of advisory committee activity.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a: Record a revised set of responses on the MATRIX
- 5b: Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the Guide, Section B
- 6c. Proceed to Section C of the Guide and begin to develop the Local Advisory Committee Action Plan

STEP 1. THE FOLLOWING SECTION, "INTENTION," IS DESIGNED TO PROVIDE AN OVERVIEW OF THE NEED FOR AND USE OF ADVISORY COMMITTEES IN CONDUCTING OCCUPATIONAL/COMMUNITY SURVEYS. THIS SECTION SHOULD BE READ BEFORE PROCEEDING TO STEP 2.

INTENTION

Conducting occupational/community surveys is considered one of eight major functions in which educational advisory committees can become involved. The Administrative Guide for Vocational Education states that:

> The purpose is to advise in the development and operation of the total instructional program within that specific occupation. These committees are generally organized on an individual local educational agency basis. However, this does not eliminate the development of such committees on a CEPD basis if determined practical. Such committees assist in the work of the general and/or CEPD coordinating council with respect to the planning, development, and requirements for establishment of new programs or evaluation and revision of existing programs.[1]

This function is basic to program planning. The initiation and planning of any educational program must be solidly based on an identifed set of needs for that program. In other words, a solid rationale for "why" a school should offer a particular program, and "what" should be included in the program is essential for the successful institution of the program.

Advisory committees can play a major role in the planning and analysis of survey which attempt to identify program needs. The advisory committee may become involved in assessing either: 1) community needs, including special population groups (i.e. disadvantaged, handicapped, minority); 2) occupational needs; or 3) a combination of both of these activities.

The intention of this exercise is to familiarize the reader with the kinds of information collected on surveys of the kind described above. Through completion of this exercise, it is anticipated that the reader will develop a greater understanding of the broad spectrum of considerations which must be taken into account in deciding upon the needs for establishing a new program or updating an ongoing program. More importantly, the reader will see how the advisory committee can become an integral part of that key decision.

---

[1] Administrative Guide for Vocational Education, (Lansing, Michigan: Michigan Department of Education, 1974), p. M-1.

STEP 2. AFTER READING THE PRECEDING OVERVIEW AND WITH THAT INFORMATION IN MIND, THE FOLLOWING INVESTIGATION WILL REQUIRE YOU TO APPLY THIS INFORMATION TO A TYPICAL ADVISORY COMMITTEE PROBLEM IN THIS AREA. READ THIS SECTION CAREFULLY SO YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

You have been asked to serve on a new advisory committee which has just recently been established by the school board. The initial charge of this committee is to oversee a survey or study to determine the feasibility of adding a Health Occupations cluster to the curriculum in the high school.

The community of 6,000 people supports several health-related occupations. There is a 130-bed hospital with an extended care facility, an elderly housing unit which supports a small medical staff, and a family practice clinic staffed by three doctors, three dentists, and an optometrist.

The committee is composed of the high school principal, two parents, the hospital administrator, one student, two teachers, and yourself; the Director of Nurses at the extended care facility.

Through previous discussion, the committee has agreed that it needs to look critically at both the occupational and community needs. It has been further decided that parents, students, the Michigan Employment Security Commission, and all of the local health careers employers will be surveyed. Separate surveys will be developed for each group. However, the real question is what kind of basic information/data should be collected to answer the larger question of should our school district offer this program?

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, CHECK ONLY THOSE STATEMENTS WHICH YOU FEEL THE COMMITTEE SHOULD CONSIDER AS RELEVANT DATA TO BE COLLECTED THROUGH SURVEYS TO DETERMINE THE FEASIBILITY OF INCLUDING A HEALTH OCCUAPTIONS CLUSTER IN THE HIGH SCHOOL CURRICULUM.

Response Code:

P. R. - Personal Response

P-D R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal response (P.R.).

Influx of skilled health occupations labor to this area ___ P. R. ___ P-D. R. 1	Extent of emphasis given to local versus state-wide health occupations skilled labor needs ___ P. R. ___ P-D. R. 2	Names of students interested in health occupations ___ P. R. ___ P-D. R. 3	Employment opportunities based on anticipated openings in "emerging" health occupations ___ P. R. ___ P-D. R. 4
Number/type of community resources for supportive instruction in health occupations ___ P. R. ___ P-D. R. 5	Proposed annual growth objectives for the health occupations ___ P. R. ___ P-D. R. 6	Prospective consultants for planning the facility ___ P. R. ___ P-D. R. 7	Willingness of community to financially support an additional program ___ P. R. ___ P-D. R. 8
Career study interests of students in the high school ___ P. R. ___ P-D. R. 9	Number/type of community resources for counseling in health occupations ___ P. R. ___ P-D. R. 10	Extent of health occupations training needed for migration from the area ___ P. R. ___ P-D. R. 11	Parental attitudes toward all types of health occupations ___ P. R. ___ P-D. R. 12
Projected employment opportunities based on the expansion of health occupations ___ P. R. ___ P-D. R. 13	Number/type of prospective co-op community work stations for health occupations ___ P. R. ___ P-D. R. 14	Source/type of health occupation training in this area ___ P. R. ___ P-D. R. 15	Parental aspirations for their children in terms of health occupations ___ P. R. ___ P-D. R. 16
Unemployment rate for the last five years ___ P. R. ___ P-D. R. 17	Projected employment opportunities based on the replacement openings in health occupations ___ P. R. ___ P-D. R. 18	Identification of prospective teachers ___ P. R. ___ P-D. R. 19	Names of equipment distributors for health service facilities ___ P. R. ___ P-D. R. 20

STEP 4. YOUR NEXT TASK IS TO COMPARE YOUR RESPONSES ON THE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you included 1, 2, 4, 6, 11, 13, 15 or 18 read DISCUSSION COMMENT A

If you included 5, 8, 9, 10, 12, 14 or 16 read DISCUSSION COMMENT B

If you included 3, 7, 19 or 20 read DISCUSSION COMMENT C

If you included 17 read DISCUSSION COMMENT D

If you omitted 6 read DISCUSSION COMMENT E

If you omitted 1, 2, 11 or 15 read DISCUSSION COMMENT F

Comment A

These eight responses reflect the items which would generally be important for the occupational demand portion of the survey. These items would enable the decision makers to decide upon the appropriate amount and type of career preparation or vocational education actually needed in the health occupations program for this community. Each of these eight areas of data collection would assist the committee in making recommendations about the potential for the high school program in terms of the current level of job availability in the health occupations cluster.

Comment B

This set of responses would support the community needs portion of the survey. These responses would provide a general overview of how the community--primarily the students, parents, and businessmen--feel about the need ~~for~~ the adoption of the health occupations program. These responses, in addition to the ones identified in Comment A, would constitute the general scope of the survey described in the investigation.

This set of responses (particularly responses 5, 10, and 14) would also outline the commitment of the community to support the program if adopted. Often these surveys can be used to identify supportive community resources, as well as to assess certain needs. Many times this function is overlooked by the personnel conducting the survey.

Comment C

These responses outline activities which would usually be undertaken after a decision to implement the program has been made. Therefore, they are really not considered a part of the actual needs assessment survey which attempts to determine the basic need for the program.

Comment D

The historical unemployment rate is really inconsequential to the needs study. Employment trends and unemployment rates tend to be highly influenced by the "total" economy. They will likely have only a marginal effect upon the health occupations field since many health services are becoming subsidized through private and public insurance programs. The general unemployment rate does not reflect the public's need for health services to a large degree.

Comment E

Statement number six should definitely be addressed in the survey for a variety of reasons. From the occupational demand portion, the survey should reflect the projected labor needs. Those projected annual needs would then suggest a growth rate for the program that was consistent with the projected rate of job openings. If looked at in this perspective, the program will not flood the market with graduates who are unable to find work.

Projected program growth rate can also be addressed in the community's needs portion of the survey. In this instance, the survey should reflect projected growth in the community's health services. Such things as a new ambulance service or a planned addition to the hospital would reflect new and/or expanded community resources with implications for including those in the school's health occupations cluster program.

Comment F

These statements should be given reconsideration if they were omitted from the response. These statements outline concerns for the "existing" supply of skilled labor for health occupations. Many times educators tend to look only at the demand or the need for trained personnel without really looking at the existing supply.

Personnel for the health occupations have traditionally been trained in a variety of different kinds of private and public supported kinds of programs. The planners of the survey should carefully consider surveying each of the area agencies which have the potential for training personnel in the health occupations field. Programs such as MDTA are the type under consideration here.

Another concern on the supply portion has to do with the mobility of the existing manpower supply. Are the salaries being offered attractive enough to interest trained people from other areas of the state or nation? If so, then this factor should be acknowledged and investigated in detail. Conversely, are there attractive job markets throughout the state which would attract our graduates? If so, consideration should be given to whether or not our students would be mobile enough to pursue these positions.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

Depending upon the nature or type of survey to be considered, advisory committees can play an integral role in the development of survey instruments and interpretation of the data. As stated in the introduction, two basic kinds of surveys are under consideration here: 1) the occupational assessment survey, and 2) the community assessment survey.

The occupational survey, which has typically been conducted by vocational education personnel with the support of vocational education advisory committees, attempts to focus in on questions relating to the job market. Since one of the basic purposes of vocational education is to provide trained manpower, the accurate determination of manpower needs is an essential part of program planning. "To determine the short-term and near-term manpower needs in the relevant labor markets across the State and to place a priority on vocational education programs which best fill those needs,"[2] is the basic intention of the occupational survey.

Several decisions need to be carefully considered by an advisory committee in designing occupational surveys. Questions such as: "What is the 'relevant' labor market"; "What is short-term and near-term demand" are extremely important considerations.

These questions are particularly important for the committee's consideration in light of their role in this activity. Since the committee's role is primarily one of assisting with: 1) the design of the survey, and 2) interpretation of the data (information for conclusions), the committee must fulfill a leadership-advisory function for the staff actually conducting the survey.

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[2] Vocational Education Local Manpower Planning Handbook, (Lansing, Michigan: Michigan Department of Education, 1972), p. III-1.

When discussing the intent or design of the occupational survey, the committee should first attempt to identify the major questions to be answered. The major questions should directly reflect the information needed to make the necessary decisions for establishing, updating, expanding, or discontinuing the program. The decision-making groups which usually make these decisions about vocational or career preparation programs tend to look for comprehensive survey data.

These surveys are generally designed to obtain the following kinds of information:

1. The number of people in a geographic area currently employed in a given occupation, and the additional members needed currently and through the next (usually) five years.
2. The occupation(s) in greatest demand.
3. The jobs within an occupation in which training is needed.
4. The number of graduates from school occupational education programs who might be accepted for employment in a community.
5. The interest of young people and adults in training for selected occupations.
6. The need for supplemental training for people already employed.
7. New areas in which school preparators or updating education and training are needed.
8. Which school programs should be expanded, discontinued, or established.
9. The education and training requirements of the occupation, job, or industry which can be met by the school program.[3]

When the committee meets to review and discuss the data from the occupational survey, several topics need to be discussed thoroughly. First of all, what kinds of general trends are noticeable in the data or information ? Second, does the data fit into the original framework from which the question(s) were posed? Does the data provide accurate and adequate information for making the necessary decisions? Third, how can the information-(data) be presented so that it is readily and factually interpretable? Discussing, interpreting, and summarizing the survey results are important committee activities.

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[3] Samuel M. Burt, Industry and Vocational-Technical Education, (New York: McGraw-Hill Book Company, 1967), p. 6.

Now that we have reviewed the occupational needs survey, let us turn our attention to the community needs survey. Although projected occupational demand is a major consideration for establishing new programs or updating ongoing programs, it is not the only consideration. Other factors such as student interests, parental expectations, student abilities, community financial resources, population trends and other concerns must, also, be given consideration.

Like with the occupational survey, the committee's major responsibilities here include: 1) assisting with the design of the survey, and 2) reviewing and interpreting the data/information for conclusions. The design of the community needs survey should focus on those questions addressed to the general community: students, parents, businessmen, etc. Information from these sources will complement the manpower demand information accumulated through the occupational survey and provide comprehensive information from all parties served by the educational program.

Again, the major questions to be answered by the survey should be identified by the committee with the specific questions and instruments formulated by the personnel actually involved in conducting the survey. The types of questions addressed and the purposes of each survey will differ from community to community and survey to survey. Some topics which are generally considered in community needs surveys include:

1. Opinions and attitudes of parents toward proposed program offerings.

2. Interests of students in new programs.

3. Parental expectations for their children and their education.

4. Willingness of the community to support new and additional school programs.

5. Identification of community resources for new programming.

6. Type and accessibility of community resources for new programming.

7. Follow-up data of past graduates.

8. Population trends.

9. Student abilities.

This list represents only a few of the basic concerns or questions which might be included in a community needs survey. Depending upon the data presently available, the specific purpose and scope of the survey, and other locally influenced considerations, the community needs survey will take on a different appearance.

Most school boards recognize and appreciate the importance of comprehensive survey information as a data base for making decisions regarding program expansion. If advisory committees are involved in the planning and reviewing of the surveys, they will likely reflect a more accurate picture of the need for certain changes in existing programs or, perhaps, new programs. The involvement of advisory committees and community personnel reflects the positive intentions of educators to general changes that will truly reflect the needs of the community and thus create relevant programs for students.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE COURSE CONTENT ADVISEMENT FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 2

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THE COURSE CONTENT ADVISEMENT FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Exercise 2

PURPOSE OF EXERCISE

This exercise is intended to give you an overview of how the advisory committee can provide course advisement to the instructional program. This exercise is intended to increase your general understanding and awareness in this area of advisory committee activities.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the _Guide_, Section B
- 6c. Proceed to Section C of the _Guide_ and begin to develop the Local Advisory Committee Action Plan

STEP 1. THE FOLLOWING SECTION, "INTENTION," IS DESIGNED TO PROVIDE YOU WITH AN OVERVIEW OF THE NEED FOR AND USE OF ADVISORY COMMITTEES IN PROVIDING COURSE ADVISEMENT. THIS SECTION SHOULD BE READ BEFORE PROCEEDING TO STEP 2.

INTENTION

Providing advisement on course content is one of the eight recognized functions of educational advisory committees. The Michigan Administrative Guide for Vocational Education suggests that one

> concern of the committee should be the establishment of practices which will keep instruction practical and functional. Committees should take an active part in helping to develop goal statements and assist in determining performance objectives, since members have the essential, specialized knowledge of the work.[1]

A 1969 report on advisory committees from the American Vocational Association further suggests that:

> Representatives of the fields for which instruction is to be provided must be consulted regarding the skills, instructional materials, equipment, standards for production work or service provided, and instructional content. All phases of training should be reviewed periodically in order to keep them occupationally oriented and up-to-date.[2]

The advisory committee can play a variety of roles in advising on course content. In terms of procedural roles, the committee can engage in identifying occupational competencies, developing goal statements for the program, reviewing course outlines, or perhaps reviewing the performances objectives. In terms of the appropriateness of the course content for students, the committee can engage in assessing the counseling services provided throughout the course(s), career information included in the course(s), relationship of the course content to other courses in the curriculum, or the emphasis given to human relations and safety concepts. Focus should be placed in this process on counseling services for the handicapped through utilization of special education resources. In addition, consideration should be given to disadvantaged groups through use of support counseling services. If necessary, modifications should be made in the delivery systems to assure successful completion of the program by disadvantaged and handicapped students.

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[1] Administrative Guide for Vocational Education, (Lansing, Michigan: Department of Education, 1974),p. M-2.

[2] The Advisory Committee and Vocational Education, (Washington, D.C.: American Vocational Association, 1969), pp. 19-20.

The intention of this exercise is to acquaint you with some of the considerations an advisory committee should make in reviewing the content of the instructional program. By completing this exercise you will develop a greater understanding of some of the fundamental questions relative to reviewing instructional content, and you will have an opportunity to apply this knowledge to a simulated advisory committee activity.

STEP 2. AFTER READING THE PRECEDING OVERVIEW AND WITH THAT INFORMATION IN MIND, THE FOLLOWING INVESTIGATION WILL REQUIRE YOU TO APPLY THIS INFORMATION TO A TYPICAL ADVISORY COMMITTEE PROBLEM IN THIS AREA. READ THIS SECTION CAREFULLY SO YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

You are a member of an occupational advisory committee for a community college two-year technical program in Automotive Service. The purpose of the program is to prepare servicemen who inspect, service, and overhaul hydraulic, mechnical, and electrical componenets and accessories of automobiles, buses, trucks, tractors, and other powered vehicles. Graduates of this program are awarded the Associate of Applied Science Degree.

The next advisory committee meeting is to be devoted entirely to a content review of the Automotive Service courses in the curriculum. As the committee chairman, it is your responsibility to prepare the agenda for the meeting. You have decided that the agenda will be in the form of a series of questions you feel should be considered.

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, SELECT THOSE QUESTIONS YOU INTEND TO INCLUDE IN THE AGENDA WHICH WILL DIRECT THE COMMITTEE IN THE REVIEWING THE CONTENT OF THE COURSES INCLUDED IN THE AUTOMOTIVE SERVICE CURRICULUM.

Response Code:

P.R. - Personal Response

P-D.R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal response (P.R.).

Are the appropriate employability skills reflected in the performance goals? ___ P. R. ___ P-D. R. 1	How is the student's level of skill development evaluated? ___ P. R. ___ P-D. R. 2	Are the catalog descriptions of the courses up-to-date? ___ P. R. ___ P-D. R. 3	What support counseling services are available to the handicapped and disadvantaged students in the program? ___ P. R. ___ P-D. R. 4
Coffee Break ___ P. R. ___ P-D. R. 5	What are the major performance goals of the Automotive Service program? ___ P. R. ___ P-D. R. 6	Are the appropriate Automotive Service skill areas reflected in each course? ___ P. R. ___ P-D. R. 7	What cooperative work experiences are provided for in the course sequence? ___ P. R. ___ P-D. R. 8
Do we have enough courses? ___ P. R. ___ P-D. R. 9	Is occupational information regarding Automotive Service careers reflected in the performance goals? ___ P. R. ___ P-D. R. 10	What placement services are available? ___ P. R. ___ P-D. R. 11	Is information regarding continuing education included in the performance goals? ___ P. R. ___ P-D. R. 12
Is the relationship and sequence of the Automotive Service courses appropriate and consistent with the performance goals? ___ P. R. ___ P-D. R. 13	What new Automotive Service innovations should be added to the program? ___ P. R. ___ P-D. R. 14	What instructional materials, information, experiences, or ideas can the advisory committee contribute to update the course content? ___ P. R. ___ P-D. R. 15	Reminder to check the Tiger's score ___ P. R. ___ P-D. R. 16
What new 3-speed transmissions are on the market? ___ P. R. ___ P-D. R. 17	Are the appropriate Automotive Service skills reflected in the specific course objectives? ___ P. R. ___ P-D. R. 18	Is career counseling provided for the Automotive Service courses? ___ P. R. ___ P-D. R. 19	Is the instructional staff effective? ___ P. R. ___ P-D. R. 20

STEP 4. YOUR NEXT TASK IS TO COMPARE YOUR RESPONSES ON THE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you omitted 5 or 16 read DISCUSSION COMMENT A

If you omitted 3, 9 or 20 read DISCUSSION COMMENT B

If you included 2, 6, 7, 14 or 18 read DISCUSSION COMMENT C

If you included 1, 4, 8, 10, 11, 12, 13 or 19 read DISCUSSION COMMENT D

If you included 15 read DISCUSSION COMMENT E

If you included 17 read DISCUSSION COMMENT F

Comment A

You should have included these responses for several reasons. A committee meeting about course content should definitely include a coffee break. This is usually an involved topic and will probably take up a full two to three hour evening meeting. Checking the Tiger score would be a good excuse for taking a break, if you really need one.

Comment B

These are really administrative functions and will probably not become the responsibility of the advisory committee, and therefore should be omitted from the response. If they are taken up by the committee, it would be during an evaluation of the total program, rather than at a meeting dealing with course advisement.

Comment C

This is definitely a set of responses which should be included. These questions reflect the direct concerns for what is being taught and the appropriateness of the course content.

These questions raise the concerns for course content in relation to whether or not they are reflected in the major performance goals of the Automotive Service program. Since this is a community college course, the committee is concerned with the series of Automotive Service courses and the related curriculum for the two-year program.

The major course content advisement concerns, as included in this set of responses, includes (in this preferred sequence):

- What are the major student performance goals?
- Are the appropriate skills included to support the performance goals?
- Are the appropriate specific skills also reflected in the specific Automotive Service course objectives?
- Are these skills evaluated in a realistic manner?
- What new innovations from the industry should be added?

This series of five questions, if completely answered, should provide the committee with an excellent basis for providing course content advisement. As these questions are framed and discussed by the committee, the function of course content advisement is indeed happening.

Comment D

This set of responses represent a secondary level of concern for course advisement. They could be included in the meeting's agenda in whatever context will perpetuate their review.

These responses represent the components of a comprehensive occupational program. To some degree, each of these questions can be addressed in their relationship to the instructional program. As supplemental components to the skill development portion of the curriculu they deserve equal consideration. As suggested in the initial reading for this exercise, the course content should go beyond the specifics of skill development and focus upon the total educational development of the individual.

As the committee begins to discuss goals of the program which relate to concerns other than specific skill development, these questions will undoubtedly arise. Most advisory committees spend as much time discussing these general concerns as they do discussing the needed job skills.

Comment E

This question should appear as the last item on the committee meeting agenda. Once the committee has thoroughly discussed the status of the course content, the question of where do we go from here has to be addressed. This is a good question for tying the previous discussion together and moving to some definite input.

If presented in the appropriate manner, this question will generate a series of positive ideas and information as to how the course content can be improved, updated, or expanded.

Comment F

This question is really phrased out of context here. If the question can be rephrased in terms of how it relates to the performance goals for the program, it may have some relevancy. The question would have to be rephrased so that the committee can consider a new 3-speed transmission in terms of new performance objectives that should be written. If it cannot be rewritten, it should be omitted from the agenda.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

When advising on course content, the advisory committee can perform a variety of procedural functions. The committee can engage in identifying occupational competencies, developing goal statements for the program, reviewing the topical outlines for the course, or reviewing the performance objectives of the program. Each of these activities could conceivably constitute course content advisement. The focus of some of these activities would appear to be the technical relevancy of the instruction.

Course content advisement can also be viewed in the context of its applicability to students. Does the course content provide the student with an entry-level job skill? Does it provide an adequate basis for further education? Questions of technical relevancy are definitely an important part of course content advisement, but rather it would appear that these questions should be considered in regard to what they mean to the students in the program.

Course content advisement viewed in this context would include the broader areas of 1) counseling services provided throughout the course, 2) occupational information included in the course, 3) employability skills (i.e. job interviewing techniques) included in the course, 4) tutorial services/content provided in the course, 5) inclusion of information on further education, 6) emphasis given to human relations concepts, 7) the relationship of the course content to other courses in the curriculum, 8) emphasis given to teaching respect for tools/equipment/facilities, 9) the level of skill development, and 10) evaluation of the student's experience in the course.

The committee should first determine what are the major performance goals of the program. In general performance terminology, what does the committee expect a graduate of this program to be able to do? The committee will likely find that these goals are not just skill-oriented, but attempt to influence the knowledge, attitudes, and skills in relation to the student's total education. Once the major performance goals of the course are identified, the committee can provide input as to how the teacher can more effectively assist students in attaining those goals. The advisement may include a variety of different suggestions. Committee members may have access to industry-produced instructional materials or programs which provide an overview of some new innovation in the industry, or outline a company's job interviewing procedure.

The specific course advisement provided by the committee or requested by the teacher should be considered in terms of which goal it is intended to influence. By assuming that the program goals are designed to provide for the total educational development of the student, the committee can provide invaluable input for developing programs which serve all of a student's needs--not just that need to develop a job skill.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE STUDENT PLACEMENT FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 3

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THE STUDENT PLACEMENT FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Exercise 3

PURPOSE OF EXERCISE

The purpose of this exercise is to illustrate a series of roles the advisory committee can play in assisting with the placement of students. By completing this exercise you will, hopefully, increase your general understanding of this area of advisory committee activity.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the *Guide*, Section B
- 6c. Proceed to Section C of the *Guide* and begin to develop the Local Advisory Committee Action Plan

STEP 1. THE FOLLOWING SECTION, "INTENTION," IS DESIGNED TO PROVIDE YOU WITH AN INTRODUCTION TO THE ROLE OF THE ADVISORY COMMITTEE IN ASSISTING WITH STUDENT PLACEMENT. CAREFULLY READ THIS SECTION BEFORE PROCEEDING TO STEP 2.

INTENTION

Student placement is considered one of the eight major functions of educational advisory committees. There are a variety of activities which the committee can assist in placing students in full or part-time employment. In addition to other activities, the committee can 1) organize employer/student conferences, 2) notify the teachers or school placement personnel of job openings, 3) assist in writing recommendation letters for students, 4) review follow-up studies, 5) coordinate placement services with MESC, 6) coordinate placement services with special education and vocational rehabilitation, and 7) employ co-op students and graduates.

In a society where accountability is an often discussed concept and more frequently being used in budgetary considerations,

> . . .the success of the school should be measured in terms of the performance capability of its students, particularly with respect to the manner in which they conduct themselves in roles outside the school and the way in which they are capacitated to perform their several life roles.[1]

To, in part, respond to this concern the Michigan State Advisory Council for Vocational Education recommended in its Fourth Annual Report (1972-73) that:

1. A state-wide assessment of job placement needs should be undertaken.
2. Support of state-wide job placement programs at the secondary and post-secondary levels is urged.
3. Programs presently operable and successful should be considered for implementation in other school districts.[2]

Placement has become a highly discussed component of occupational or vocational education programs. New staff positions have been created entitled "Placement Director" or "Placement Counselor." Both secondary programs and community colleges are beginning to establish placement centers to provide comprehensive services.

---

[1] Keith Goldhammer and Robert Taylor, Career Education: Perspective and Promise, (Columbus: Chas. Merrill Publishing Company, 1972), p. 281.

[2] Fourth Annual Report of the Michigan State Advisory Council for Vocational Education, (Lansing, Michigan: Michigan Department of Education, 1973), p.7.

This exercise will enable you to view how the committee can develop a proposal for a Placement Center.

STEP 2. AFTER READING THE PRECEDING SECTION AND WITH THAT INFORMATION IN MIND, THE FOLLOWING INVESTIGATION STATEMENT WILL REQUIRE YOU TO APPLY THIS INFORMATION TO THE TASK OF DEVELOPING A COMMITTEE PROPOSAL FOR A PLACEMENT CENTER. READ THIS SECTION CAREFULLY SO YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

You are a member of the general advisory committee which has been asked to look into the placement of graduates and non-graduates of the high school program. Upon completion of a needs assessment of the current placement function, the committee has decided to recommend the establishment of a Placement Center within the comprehensive high school serving 1,200 students in grades ten through twelve.

The Center should include placement services for graduates, non-graduates, co-op students, and students seeking part-time and summer employment.

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, SELECT THOSE CONSIDERATIONS AND RECOMMENDATIONS WHICH THE COMMITTEE SHOULD INCLUDE IN ITS PROPOSAL TO DESCRIBE THE PROPOSED PLACEMENT CENTER AND IT'S ACTIVITIES.

Response Code:

P. R. - Personal Response

P D. R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal responses (P.R.).

Recommend Placement Center staff conduct annual surveys ___ P. R. ___ P-D. R. 1	Placement and special education staff coordinate placement of handicapped students. ___ P. R. ___ P-D. R. 2	Outline Placement Center staff needs and necessary qualifications ___ P. R. ___ P-D. R. 3	Sponsor employer-student conferences ___ P. R. ___ P-D. R. 4
Placement Center assist in conducting occupational demand surveys ___ P. R. ___ P-D. R. 5	Recommend placement staff serve on advisory committees ___ P. R. ___ P-D. R. 6	Collect in-depth follow-up of students enrolling in post-secondary programs ___ P. R. ___ P-D. R. 7	Recommend the purchase of a large coffee pot and coke machine for the Placement Center ___ P. R. ___ P-D. R. 8
Establish a central clearing board to post all current job openings ___ P. R. ___ P-D. R. 9	Assist students in writing or updating resumes ___ P. R. ___ P-D. R. 10	Placement Center staff to provide in-class seminars on "How to apply for a job" ___ P. R. ___ P-D. R. 11	Establish a comprehensive library of information on all available post-secondary education programs ___ P. R. ___ P-D. R. 12
Recommend that a central credentials file be set up and maintained for each student desiring one ___ P. R. ___ P-D. R. 13	Establishment of facilities in Center to enable employers to interview students ___ P. R. ___ P-D. R. 14	Recommend all students go through the Placement Center for an exit interview ___ P. R. ___ P-D. R. 15	Provisions for in-service training for Placement Center staff ___ P. R. ___ P-D. R. 16
Establishment of a comprehensive occupational/career information library ___ P. R. ___ P-D. R. 17	Collect individualized instructional materials focusing on employment skills (i.e. job interviewing) ___ P. R. ___ P-D. R. 18	Follow-up school dropouts for potential enrollment in special needs program ___ P. R. ___ P-D. R. 19	Coordinate information and services with other public agencies also providing placement services ___ P. R. ___ P-D. R. 20

STEP 4. YOUR NEXT ACTIVITY IS TO COMPARE YOUR RESPONSES ON THE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you included 1, 5 or 7 read DISCUSSION COMMENT A
If you included 9, 10, 12, 13, 15, 17 or 19 read DISCUSSION COMMENT B
If you included 4, 11 or 18 read DISCUSSION COMMENT C
If you included 2, 3, 6 or 16 read DISCUSSION COMMENT D
If you included 20 read DISCUSSION COMMENT E
If you included 8 or 14 read DISCUSSION COMMENT F

Comment A

If you included these responses in your answer you have gathered the appropriate impression that the Placement Center should be involved in providing support for, or conducting surveys. The existence of a Placement Center readily facilitates contact with employers of all types; thus, the Center staff will have ready access to labor market demand information, as well as follow-up information on past graduates.

In order to effectively place students as they exit a program, the staff needs to collect and review graduate follow-up information. As this invaluable information is summarized, it can be passed along to the instructional staff and the school administration.

These follow-up surveys should be conducted on graduates and non-graduates as well. An extensive follow-up of those students entering post-secondary institutions will provide a comprehensive data base for review by the total faculty and staff of the high school as they attempt to upgrade all areas of the school curriculum.

Comment B

These responses should definitely be included in the proposal since they outline the specific student services to be offered by the Center. Personnel of the Center would be able to provide such direct services as assisting students with writing resumes and preparing their credentials, handling credentials for students, posting job openings on a central clearing board or in a regularly circulated publication, and maintaining a comprehensive library of in-depth occupational/career information and post-secondary education opportunities. Students should also be afforded the opportunity of an exit placement interview.

Another dimension of the Placement Center would focus on non-graduates. A specific effort should be made through the Placement Center to follow up dropouts and attempt to reinterest them in school. Perhaps special needs funding could be sought for this "recovery" program.

Comment C

Another function of the Center would be to provide instructional support services. Responses 4, 11, and 18 outline activities of an instructional nature which could be sponsored by the Center staff. The instructional program generally focuses on the content of the course with little regard for "how" students apply for a job where they will apply their knowledges and skills or "how" they apply for admission to advanced educational programs. The Placement Center staff can effectively present this information to students through seminars or self-instructional systems. Employers (through employer/student conferences) can also provide this information to students in an effective manner.

Comment D

The proposal should also include a description of the proposed Placement Center staff and their responsibilities. The actual makeup of the staff would depend upon the goals and purposes of the Center. In some instances, the staff might be composed of vocational counselors; in other instances it might include co-op coordinators or teachers; or any combination of individuals with these backgrounds.

The placement staff should definitely be involved with advisory committees because of the typical committee's interest in placement.

Since co-op placement is usually considered part of placement, the staff may be directly involved in this activity, or at least have some responsibilities for coordinating the activity.

Provisions should be made for regular in-service sessions to keep the staff abreast of current developments and needs in the placement function.

COMMENT E

This is an absolutely essential component of the proposal. With the numbers of agencies currently offering job placement services (both public and private), the proposal must outline an acceptable strategy for inter-agency cooperation, so as to avoid a "duplication of effort charge" which might endanger your entire proposal.

Comment F

If you included response number 8 in your answer, you should reassess your rationale for "why" you actually need a Placement Center.

Response number 14 may be important. It really depends on the size of the community and whether or not employers are actually going to "recruit" through the Center. In most instances on the secondary level, students go to the employer's place of business for the interview.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

Contrary to the believe of many persons, current follow-up studies generally suggest that high school graduates do not go on to college. In fact, generally the largest percentage of graduates are classed as "working" (full or part-time) one year after graduation. Significant numbers also attend either four or two-year universities or colleges. Still others enter the apprentice trades, attend business school, or technical school. Others enlist in the armed forces or become housewives. The point to be made here is twofold.

First, a majority of graduates generally find some type of placement shortly after graduation. Through some assistance from school personnel, perhaps, they at least make a physical transition from school to work or some form of continuing education. It would appear then that placement of all students should become an important focus of the school; not just the successful entry of students into four-year university programs as has typically been the case.

Second, a lesser emphasis on the role of the academic counselor seems to be in order. Effective counseling, guidance, and placement activities should focus on all possible entry routes into the world of work and/or further education. These activities must reinforce the notion that all forms of work can be meaningful, satisfying, and important.

As information from follow-up studies becomes widely disseminated to the public, the importance of placement for all students (both graduates and non-graduates alike) will become an important concern. As the Advisory Council for Vocational Education in Michigan stated:

> Council members are acutely aware of the need for more effective and efficient counseling, guidance, and placement activites. One of the major objectives of career education is to provide citizens with options which lead to salable skills. Unfortunately, these skills are useless unless they are properly developed and reach the labor market.
>
> School counselors must receive more intense and more relevant in-service training; experimental placement programs must be encouraged and the services of agencies outside of educational institutions must be utilized.
>
> Further, the Council maintains that employment-bound youth do not receive adequate employment counseling. There is little question but that most guidance counselors devote a disproportionate share of their energy to the college bound. The council suggests that since approximately 70% of the high school population does not graduate from college, that guidance and counseling personnel devote a greater share of their efforts to employment-bound youth.[3]
>
> A key element in a career education system is the placement function. If the educational system is to be responsive to the needs of all individuals, it must provide a placement mechanism for all individuals, not just the college bound. This placement service or program must provide placement for all those who desire to be placed, either on the job or in a career-related work setting, in the next appropriate educational setting consistent with the individual's career goals, or with some special service agency. The placement function must be closely articulated with the guidance program of the school, and both must be functionally related to the curriculum of the school.[4]

---

[3] "Career Education in Michigan," (Lansing, Michigan: Michigan Advisory Council for Vocational Education, 1971).

[4] Aaron J. Miller, "Career Education Tenents," a paper presented at the Sixth Annual National Vocational and Technical Teacher Education Seminar, October 23-26, 1972.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE COMMUNITY PUBLIC RELATIONS FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 4

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THE COMMUNITY PUBLIC RELATIONS FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Exercise 4

PURPOSE OF EXERCISE

This exercise is intended to provide some insight regarding the possible areas of involvement for advisory committees in the area of Community Public Relations.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the _Guide_, Section B
- 6c. Proceed to Section C of the _Guide_ and begin to develop the Local Advisory Committee Action Plan

STEP 1. IN THE FOLLOWING SECTION, YOU WILL BE PROVIDED WITH A GENERAL OVERVIEW OF THE IMPORTANCE OF THE COMMUNITY PUBLIC RELATIONS FUNCTION OF AN ADVISORY COMMITTEE. READ THIS SECTION CAREFULLY BEFORE PROCEEDING TO STEP 2.

INTENTION

Another of the primary functions for vocational advisory committees is that of Community Public Relations. The Administrative Guide for Vocational Education indicates that the advisory committee can aid by means of 1) speaking to civic groups, 2) input at public funding activities, 3) input at board meetings, 4) promotion by means of media, 5) development of promotional materials, and 6) feedback to special population groups, such as disadvantaged, handicapped, and minority, within the local community.[1]

Each of these is a critical function that may have a significant impact on the degree to which individuals in the community evalute the quality of the program. The success of the staff in presenting programs, student activities, and overall quality are an important measure (from the public standpoint) of the overall effectiveness of the program.

It is hoped that this exercise will demonstrate means by which the advisory committee may become involved with this function.

---

[1] Administrative Guide for Vocational Education, (Lansing Michigan: Department of Education, 1974).

STEP 2. THE FOLLOWING ADVISORY COMMITTEE TASKS WILL REQUIRE THAT YOU APPLY YOUR INSIGHT TO DEVELOP A PLAN FOR IMPROVING COMMUNITY PUBLIC RELATIONS FOR THE PROGRAMS INVOLVED. READ THIS SECTION CAREFULLY SO YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

As the chairman of the advisory committee for the drafting program, you have been selected to serve on the general vocational advisory committee for the area vocational center in your community. The general advisory committee is composed of the chairman of the thirteen programs at the center, which serves nine high schools in an intermediate district of 18,000 high school students.

The general advisory committee has been asked to submit possible alternative strategies for the promotion of the programs at the center.

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, DEVELOP AN OUTLINE FOR ACTIVITIES THAT COULD BE USED TO PROMOTE GREATER COMMUNITY SUPPORT FOR AND INVOLVEMENT IN THE PROGRAM.

Response Code:

P. R. - Personal Response

P-D. R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal responses (P.R.).

Solicit the local merchants for sponsorship of baseball team ___ P. R. ___ P-D. R. 1	Involve entire faculty/student body on fund raising projects for community use ___ P. R. ___ P-D. R. 2	Develop a time line for public relations releases to news media ___ P. R. ___ P-D. R. 3	Approach the community in regards to sponsoring awards program for outstanding students ___ P. R. ___ P-D. R. 4
Only publicize program at feeder high schools ___ P. R. ___ P-D. R. 5	Require each vocational teacher to join local community service group ___ P. R. ___ P-D. R. 6	Development feedback information system to special community projects ___ P. R. ___ P-D. R. 7	Recommend a possible format for newspaper releases ___ P. R. ___ P-D. R. 8
Suggest formation of student chapters of professionally affiliated organizations ___ P. R. ___ P-D. R. 9	Suggest an advisory committee member speak on local television talk shows ___ P. R. ___ P-D. R. 10	Have general advisory committee picket board meeting to attract attention ___ P. R. ___ P-D. R. 11	Aid in design of promotional advertising for buses and billboards ___ P. R. ___ P-D. R. 12
Promote student/ parent activities ___ P. R. ___ P-D. R. 13	Develop a listing of media contact persons ___ P. R. ___ P-D. R. 14	Offer suggestions regarding the development of short radio/tv spot announcements ___ P. R. ___ P-D. R. 15	Recommend possibility of having an open house at the vocational center ___ P. R. ___ P-D. R. 16
Require each advisory committee member to speak at local civic club meeting ___ P. R. ___ P-D. R. 17	Development of follow-up stories regarding former students for news release ___ P. R. ___ P-D. R. 18	Sponsor student displays at local shopping center ___ P. R. ___ P-D. R. 19	Suggest students work only on projects for state competition ___ P. R. ___ P-D. R. 20

STEP 4. YOUR NEXT TASK IS TO COMPARE YOUR RESPONSES ON THE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you included 4, 7, 8, 9, 12, 13, 14, 15, 16, 18 or 19 read DISSCUSSION COMMENT A

If you included 5 or 20 read DISCUSSION COMMENT B

If you included 2, 3 or 10 read DISCUSSION COMMENT C

If you included 6 or 17 read DISCUSSION COMMENT D

If you included 1 or 11 read DISCUSSION COMMENT E

Comment A

These are some of the areas that input by the advisory committee member can offer some assistance. However, be careful not to overburden the advisory committee members. If the positive aspects of vocational education can reach the community through new releases, television/radio spots, and community involvement, vocational education will be viewed more positively by individuals in the community.

Comment B

Including response 5 would tend to isolate the nature of the promotion and development of the concept of the area center. It would be hoped that an awareness and understanding of the area center concept would be developed by all members of the community; that is, students at all grade levels, parents and community members alike.

Including response 20, again, tends to isolate promotion, but in this case it would tend to have the student concentrate on completing a project that might not develop competency in an area he or she might need in preparation for the "world of work."

Comment C

Inclusion of these items would be excellent supportive elements to the development of the main thrust for the community public relations concept.

The development of a time line for community public relations could be premature, and having the element of freshness of news would probably have some advantages. In a number of cases, to force a story is worse than no story at all.

In regard to response 10, make certain that the total team at your school is certain about the capability and knowledge of the program that an individual has before he or she appears before a large audience.

Comment D

To require anyone to perform a function, especially those individuals who may consider the requirement not part of their responsibilities, will definitely cause an overabundance of hostility toward the individual giving out the directive.

Just as important is the fact that the local community groups provide excellent avenues for communications with the community. As in response 10, it would be advisable to ask an advisory committee member who has a good comprehension of the vocational programs to be the representative for such groups.

Comment E

These are not bad methods, but could be considered somewhat extreme. Moreover, response 11 may cause more negative reactions than you may want.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

In the typical school setting, individuals in the community tend to hear nothing about the school or receive negative comments concerning the school system. For example, the agonizing call of the teachers during negotiations for more money, or the discipline problem encountered by many teachers in the classroom, or the renewed plea for additional funds to keep schools in operation are common means in which the public receive information and impressions about the school.

Traditionally, schools have attempted to alter these comments about three weeks prior to a millage election. This is not what is meant by community public relations.

The public relations function of the advisory committee refers to a continuous line of communication between the school and the community. Moreover, this relationship can be utilized to develop community awareness as well as being the stimulus to interest other individuals in vocational education.

Some possible methods of effectively utilizing the advisory committee regarding community public relations are to 1) develop a community awareness of the facility and its equipment by means of an annual community open house; 2) generate interest in student professional societies such as the American Society of Tool and Manufacturing Engineers, American Society of Body Engineers, American Institute of Architects, and the American Nursing Association; 3) have members of the vocational team speak before civic and service clubs in the community; 4) develop a format to promote the programs through newspapers, radio, television and other forms of the media; and 5) establish an awards programs for outstanding student performance. These are but a few ways of keeping the public informed as to the effectiveness and direction of the program.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE EQUIPMENT AND FACILITIES FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 5

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PURPOSE OF EXERCISE

The purpose of this exercise is to provide you with an overview of the role of advisory committees in performing various roles related to equipment and facilities.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the _Guide_, Section B
- 6c. Proceed to Section C of the _Guide_ and begin to develop the Local Advisory Committee Action Plan

STEP 1. IN THE FOLLOWING SECTION, YOU WILL BE PROVIDED A BRIEF OVERVIEW OF THE ROLE OF THE ADVISORY COMMITTEE IN REVIEWING EQUIPMENT AND FACILITY NEEDS. READ THIS SECTION COMPLETELY BEFORE PROCEEDING TO STEP 2.

INTENTION

One of the most important functions that can be offered by an advisory committee is that of its recommendation regarding equipment and facility planning. These recommendations can be in regard to a new facility or to renovating an existing facility. The Administrative Guide for Vocational Education indicates that committee members "can offer professional advice concerning the selection of instructional equipment. Their experience in their areas of specialization is extremely valuable when equipment specifications are being prepared."[1]

The advisory committee may be involved with the function through 1) reviewing present equipment and facilities, 2) surveying equipment in industry, 3) assuring that facilities and equipment allow for participation of handicapped students, 4) suggesting replacement of equipment, 5) aiding in the calculation of equipment depreciation allowances, 6) suggesting equipment and facility bidding procedures, and 7) seeking equipment donations.

The intention of this exercise is to help you understand a logical committee procedure for formulating suggestions for the improvement of educational programs. Through this exercise it is anticipated that you will experience the realistic problems and concerns which confront advisory committees as they attempt to express and formulate program recommendations which will, if adopted, improve the educational program for students.

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[1] Administrative Guide for Vocational Education, (Lansing, Michigan: Michigan Department of Education, 1974), p. M-2.

STEP 2. AFTER READING THE INTENTION, YOUR NEXT STEP IS TO APPLY SOME OF THIS BASIC INFORMATION TO A TYPICAL ADVISORY COMMITTEE PROBLEM RELATED TO REVIEWING EQUIPMENT AND FACILITIES. READ THIS SECTION CAREFULLY SO YOU CAN CHECK THE APPROPRIATE ANSWERS IN THE RESPONSE MATRIX.

INVESTIGATION

You are a member of a new community college occupational advisory committee for the Machine Technology Program. The advisory committee is composed of seven members and a secretary/recorder, who is the vocational instructor for that program. The thrust for the development of the program was gained through a recently conducted community needs survey.

The community college program will be one of seventeen occupational programs in operation at the college. The community college is located in a city of 200,000 people and has been in existence since 1935. The vocational-technical division was not instituted into the structure of the community college until 1959, and, at that time, a facility was designed and constructed to serve the sixteen vocational-technical programs.

The composition of the occupational committee you serve on is as follows:

2 members - Owners of small machine shops with less than fifty employees.

1 member - President of the local union that represents all tool and die shops in the community. In addition, this individual is a journeyman in his trade.

1 member - Machine operator at local machine shop--usually operates Elox machines.

1 member - Machine operator of numerically controlled lathes and milling machines.

1 student - He has expressed interest in participating in a machine shop program.

Secretary/Recorder - The vocational teacher for the program. The individual has eight years of related industrial experience before becoming a teacher, and prior to excepting this new teaching position, was a machine shop teacher for a community college located in another part of the State.

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, CHECK THOSE RESPONSES WHICH CONSTITUTE AN APPROPRIATE PLAN OF ATTACK FOR THE COMMITTEE IN REVIEWING THE PLANNING OF THE FACILITY AND RECOMMENDING EQUIPMENT PURCHASES.

Response Code:

P. R. - Personal Response

P-D. R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal responses (P.R.).

Order two numerically controlled milling machines ___ P. R. ___ P-D. R. 1	Survey committee to see if any donations of equipment can be solicited ___ P. R. ___ P-D. R. 2	Pursue avenues to determine possible funding sources ___ P. R. ___ P-D. R. 3	Have a sales representative for large educational equipment manufacturer write equipment specifications ___ P. R. ___ P-D. R. 4
Review assessment study ___ P. R. ___ P-D. R. 5	Let the instructor for the program order all the equipment ___ P. R. ___ P-D. R. 6	Develop an equipment priority listing ___ P. R. ___ P-D. R. 7	Analyze accessability of facility for handicapped students ___ P. R. ___ P-D. R. 8
Conduct a survey of industrial/business equipment ___ P. R. ___ P-D. R. 9	Recommend a faculty committee be organized to establish criteria for planning ___ P. R. ___ P-D. R. 10	Review of curriculum materials as proposed by instructor ___ P. R. ___ P-D. R. 11	Order three Elox machines ___ P. R. ___ P-D. R. 12
Survey other comparable programs for equipment and facility utilization ___ P. R. ___ P-D. R. 13	Recommend architect and builder be contracted to build new machine shop in addition to existing facility ___ P. R. ___ P-D. R. 14	Determine types of equipment necessary to meet performance objectives ___ P. R. ___ P-D. R. 15	Recommend possible equipment specifications ___ P. R. ___ P-D. R. 16
Determine budgetary requirements for both facility and equipment ___ P. R. ___ P-D. R. 17	Review OSHA standards for equipment and facilities ___ P. R. ___ P-D. R. 18	Survey community to identify adequate existing facility ___ P. R. ___ P-D. R. 19	Determine competencies required of students ___ P. R. ___ P-D. R. 20

STEP 4. YOUR NEXT TASK IS TO EVALUATE YOUR RESPONSES USING THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you included 7, 8, 10, 11, 13, 15, 18, 19 or 20 read DISCUSSION COMMENT A

If you included 2 read DISCUSSION COMMENT B

If you included 1, 3, 4, 5, 6, 9, 12, 14, 16, or 17 read DISCUSSION COMMENT C

Comment A

The basic approach to the problem of developing recommendations for equipment and facilities can be summarized by approaching the problem from a practical planning standpoint. The possibilities that have been selected for this are part of a sensible decision-making process on the part of the vocational staff or the school in regards to offering a "first rate" program in machine technology.

Of the responses included in this DISCUSSION COMMENTS, (8, 10, 18, 19 and 20) could be broadly classified as part of the research of equipment and facility planning. Responses 7, 11, 13 and 15, could be considered as the developmental elements of that function. Basically, the research elements indicate what is needed and the development elements indicate methods of obtaining those objectives.

The final phase would be that of analyzing the committee recommendations and utilizing that input to develop a facility that can at least simulate the atmosphere and equipment a student may encounter in industry.

Comment B

A major role of advisory committee members is not what equipment donations they can make to the program. They are an important part of the foundation of any type of program. Moreover, some of the equipment they may be able to donate may not reflect the type of skills needed by the students one or years down the road. However, do not dismiss the donation possibility completely for some of the equipment might fit the program needs.

Comment C

The development of equipment specifications, the actual ordering of equipment, and the determination of equipment size are administrative responsibilities. These should be based on previous input of the occupational advisory committee. The analysis of information gathered through formal assessments and efforts of other committees, as well as the determination of possible funding sources for facility and equipment are the responsiblity of the educational agency.

The teacher, because of his or her lack of recent industrial experince, may not be familiar with the types of equipment necessary to provide support for the objectives of this program. Further, some of the views of the teacher may reflect attitudes from the competencies needed in another part of the State. These, of course, are only two negative possibilities. The teachers in-put can also be quite helpful in the development of the program.

The types of specialized equipment may be too expensive and too specialized to consider for purchases. However, cooperative education work stations may be considered in the community that have this equipment. Finally, the types of equipment ordered through an educational equipment manufacturer may not reflect the needs of industry, and the advice of the salesperson should be considered carefully and cautiously.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

Step 5. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

Step 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

One of the biggest problems in vocational education is the concern over the obsolesence of equipment and facilities. It takes a team effort of vocational administrator, vocational teacher, and advisory committee members to provide the type of leadership necessary to secure the equipment and facilities that reflect the needs of the students and of the industrial community. Some possible approaches to the overall function of equipment and facility planning are to: 1) Request the advisory committee to review the present equipment and facilities. 2) Determine from advisory committee members current and projected industrial trends in regard to equipment utilization. 3) Follow through with recommendations for equipping and facility renovation to the board of education or board of trustees.

The critical role of equipment and facilities in the program mandates effective advisory committee action in this area. The best possible solutions must be found to fully utilize the resources of the community and school in providing students with a learning environment that will adequately prepare them for the world of work.

Some options are available if equipment or facilities are too costly to purchase. For example, some expensive equipment or pieces that have limited use, might be utilized on a cooperative basis. Work stations could be sought for students with the objective of providing experiences not available in the school setting.

Another option that could be explored is that of leasing of equipment, as well as the facilities to house programs. While not the most desirable solution, this might be a viable alternative for it provides the student with an opportunity to learn under more real conditions.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

Step 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE *GUIDE*, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE *GUIDE* AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE PROGRAM STAFFING FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 6

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THE PROGRAM STAFFING FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Exercise 6

PURPOSE OF THE EXERCISE

This exercise is intended to provide the reader with an overview of the advisory committee's role in the staffing of an educational program. The exercise will expand the reader's awareness regarding some of the problems and potential problem solutions associated with this advisory committee activity.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the Guide, Section B
- 6c. Proceed to Section C of the Guide and begin to develop the Local Advisory Committee Action Plan

STEP 1. THE FOLLOWING SECTION IS DESIGNED TO PROVIDE YOU WITH AN OVERVIEW OF THE ADVISORY COMMITTEE'S ROLE IN PROGRAM STAFFING. READ THIS SECTION COMPLETELY BEFORE PROCEEDING TO STEP 2.

INTENTION

Program staffing is considered one of eight major functions of educational advisory committees. The administrative function of locating and hiring qualified instructional staff can be directly supported in several areas by an effective advisory committee.

The committee can engage in 1) reviewing teacher selection criteria, 2) suggesting recruitment policies, 3) recommending potential candidates, 4) reviewing teaching applicants, and 5) suggesting and recommending availability of paraprofessional support staff for special needs programs. This exercise will provide you with some ideas which illustrate how the committee can support this administrative function by engaging in the activities outlined above.

STEP 2. READ THE FOLLOWING SECTION CAREFULLY SO THAT YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

The Food Service Program at the Freeport Area Vocational Center is expanding to include a dining room and a baking/pastry program. The facility renovation/expansion will be completed for the upcoming school year and will necessitate hiring additional instructional staff. Last year the Food Preparation Program at the Center operated a full commercial kitchen with a cafeteria-style serving line. The average class size last year for this existing 1,500 sq. ft. facility was 32 students. The program was staffed with two half-time teachers and one full-time paraprofessional.

As the occupational advisory committee for that program, you have been asked to submit a memo to the administration with your recommendations for additional staff.

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, SELECT A LIST OF STATEMENTS WHICH OUTLINE THE CONCERNS WHICH YOU FEEL SHOULD BE EXPRESSED IN THIS MEMO.

Response Code:

P. R. - Personal Response

P-D. R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal response (P.R.).

Offer advisory committee representation on interview committee ___ P. R. ___ P-D. R. 1	Intent of the committee to interview all applicants ___ P. R. ___ P-D. R. 2	Description of instructional staff needs ___ P. R. ___ P-D. R. 3	Proposed deadline data for hiring ___ P. R. ___ P-D. R. 4
Names of "friends of the committee" ___ P. R. ___ P-D. R. 5	Names or relatives of the committee currently unemployed ___ P. R. ___ P-D. R. 6	Vocational teacher certification requirements ___ P. R. ___ P-D. R. 7	Committee offer to assist in reviewing applications ___ P. R. ___ P-D. R. 8
Criteria for selection of instructional staff ___ P. R. ___ P-D. R. 9	List of "preferred" college placement offices ___ P. R. ___ P-D. R. 10	Detailed list of recruitment policies ___ P. R. ___ P-D. R. 11	Statement of additional supportive staff needs due to program expansion ___ P. R. ___ P-D. R. 12
Statement of intent to have a committee member screen all applications ___ P. R. ___ P-D. R. 13	Description of aide/paraprofessional staff needs to provide support for special needs students ___ P. R. ___ P-D. R. 14	Criteria for selection of paraprofessional staff ___ P. R. ___ P-D. R. 15	Complete timetable screening, interviewing, and hiring of staff ___ P. R. ___ P-D. R. 16
Reference to a professional code of ethics ___ P. R. ___ P-D. R. 17	Some reference to recruitment policy ___ P. R. ___ P-D. R. 18	Teaching certification required of new staff ___ P. R. ___ P-D. R. 19	Develop your own statement ___ P. R. ___ P-D. R. 20

STEP 4. THE NEXT STEP IS TO COMPARE YOUR RESPONSES ON THE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you omitted 5 OR 6 read DISCUSSION COMMENT A

If you included 3, 12 or 14 read DISCUSSION COMMENT B

If you included 9, 15 or 19 read DISCUSSION COMMENT C

If you included 1, 4, 8 or 18 read DISCUSSION COMMENT D

If you included 2, 7, 10, 11, 13, 16 or 17 read DISCUSSION COMMENT E

If you included 20 read DISCUSSION COMMENT F

Comment A

It is positive to note that the reader recognizes the role of the advisory committee in program staffing is "not" to find jobs for friends, relatives, and other individuals who may be acquaintances of the committee members. At best, the committee's responsibility is to outline the qualifications and recommend potential sources of qualified applicants. If the practice of promoting friends or relatives through the advisory committee is perpetuated, the existance of the committee will likely be placed in jeopardy.

Comment B

This set of responses should definitely be included in the memo. The fundamental purpose of the memo is to describe the staffing needs as a result of the proposed program expansion. In all likelihood, the staff needs will include both instructional (teaching) staff and paraprofessionals or aides. The current staffing patterns at area vocational schools include both teachers and aides for specific occupational programs.

Response number 12 should also be included. The addition of staff should be considered in terms of the impact upon the existing staff. If, for instance, the addition of a new program requires additional counseling personnel or special needs staff, this situation should definitely be addressed by the advisory committee.

Comment C

These responses should definitely be included in the memo. In addition to identifying the additional staffing needs, the memo should also outline the qualifications and certifications needed by the new staff. Identifying teacher selection criteria is perhaps the most frequent activity of the committee in program staffing.

Comment D

The degree to which an advisory committee actually becomes involved in the program staffing function is highly dependent upon the policy of the administration. If the administration views the advisory committee as an essential part of the staffing function, there are numerous activities in which the committee could be engaged. These four responses represent possible ideas to be included in the memo if the administration is receptive to advisory committee input.

Response number 18 would include "suggestions" for the administration to consider in the way of where and how to recruit. If this is included in the memo, it should be carefully worded so as not to infer dictation.

It may be that the school district, community college, or institution already has an established recruitment policy. In this instance, the committee may find a need to review the policy and recommend possible policy exceptions for the situation at hand, if it is necessary.

The committee may also wish to recommend or support a proposed date for hiring. This will help to ensure any oversights in the application, screening, and interviewing process which may create roadblocks in the start of the new program.

Comment E

This set of responses, in most instances, will not be included in the memo. First, the committee cannot "tell" the administration that they intend to review all applications or interview all applicants, as suggested by responses 2 and 13. They may "offer" to provide these services, but not "dictate" their involvement in these activities. Second, the administration will likely have a lot of the information intended to be included in the memo. They will undoubtedly be familiar with the certification requirements (response 7), the school-authorized recruitment policy statement (response 11), and an authorized code of ethics to follow (response 17). Lastly, the committee will probably not be in a position to recommend any "preferred" college placement offices (response 10) unless they are an alumnus of the college and are familiar with degree programs which produce teachers. The probability of this occurrence is very small.

Comment F

If you have taken the initiative to develop a legitimate statement to be included in the memo, you have developed a comprehensive understanding of this topic.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRENT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

How can the advisory committee assist with the staffing of the instructional program? This, like other questions related to advisory committee activities, is not easily answered. Depending upon the specific type of staffing needs, the administrative structure, and other related institutional conditions, the advisory committee plays several roles. It must be remembered that the staffing function is primarily an administrative function. The involvement of an advisory committee is an attempt for an outside group to collectively review certain concerns and criteria and make recommendations. The final decision as to what are the recruitment policies, criteria for hiring, or conditions for selection of an individual to fill a position still rests with the recognized administrative official(s).

Program staffing involves total staffing in many instances. When a new facility opens, the committee will likely be concerned with activities related to the selection and hiring of administrators, counselors, teachers, aides, instructional support staff, secretarial/clerical assistants, and other personnel. On the other hand, the committee may simply be concerned with filling or adding a single position. Occupational advisory committees tend to become involved in the latter, while school-wide committees may be formed to handled a total staffing activity. As suggested in the introduction, the program staffing activity could involve reviewing teacher selection criteria, suggesting recruitment policies, recommending potential candidates, and reviewing teaching applicants.

The activity of "reviewing teacher selection criteria" may involve the committee in looking at the general criteria for the hiring of instructional personnel at a given school. It may also involve reviewing the administration's description for a specific position that needs to be filled. In either case, the committee may react to such general selection criterion as:

1. The quality and/or quantity of experience necessary to adequately fulfill a certain position(s)

   - Occupational work experience
   - General work experience

2. The education necessary to adequately fulfill a certain position(s)

3. The necessary teaching certification(s)

4. The number/type of references required

5. The compliance of the criteria to recruitment and/or hiring policies, such as affirmative action or equal opportunity employment policies

6. Other similar criterion which would be applicable to different situations

For "suggesting recruitment policies," the committee may wish to consider such issues as:

1. Policy compliance with the local contract

2. Availability of and services offered by different types of college placement agencies

3. Ethics related to recruitment policies

4. Additional issues pertinent to specific policy positions

When "recommending potential candidates" the committee should be extremely careful, in light of the implications which may develop. The committee should be more concerned with the criteria for a specific position and possible leads for locating applicants, rather than bringing names of interested or "qualified" persons to the attention of the administration. Of the four identified program staffing activities, this should probably be considered as only modestly important.

"Reviewing teaching applicants" is another touchy task. The committee is only involved in this activity to the degree requested by the administration. Considerations for committee activities in this area should include:

1. The proposed time line (schedule) for posting of the job. acceptance of the applications, screening of applications, interviewing candidates, and hiring

2. Offering to assist with screening and/or interviewing of applicants

3. Specific teaching certifications required
4. Applied interpretation of the selection criteria
5. Other procedural concerns inherent in the specific situation

When additional staff are being hired for expanding a given program, two additional considerations should be made. First of all, to what degree does the proposed addition of staff affect the supportive services available to the students. For instance, if additional programs are offered to greater numbers of students, do we also need to increase the counseling staff? Second, what are the anticipated working relationships of the new staff and the existing staff? Will they be asked to share facilities, equipment, or instructional materials?

If the committee feels that the addition of new staff directly influences these conditions, then a statement of position should be developed. This statement should outline the specific concerns in the given situation, such as the committee could actually become involved in staffing activities if it was so requested by the administration. However, most committees do not get involved much beyond what has been described above.

A recent study entitled Needs Assessment on the Use of Vocational Advisory Committees in Michigan[1] reflected some interesting opinions of advisory committee members on the staffing function. The program administrators felt that this area was largely their responsibility, and they did not want to take up the committee's time with discussion of staffing problems. The sample of fifty-two teachers indicated that this was an administrative function and that businessmen were reluctant to become involved. The sample of twenty-eight advisory committee members from business, industry, and labor expressed a general lack of confidence in their ability to select teachers. Also, their feelings were that staffing is basically an administrative function. From this, one would surmise that at the present time program staffing is not a frequent consideration of the advisory committee.

It must be pointed out, however, that the teacher and the other personnel involved in educational programs directly influence the operation of that program, and hence formulate the quality of educational experiences for students. If advisory committees exist for the purpose of improving educational programs for students, then perhaps the staffing of the program with well-qualified personnel at all levels should be given serious consideration by advisory committees.

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[1] Leslie H. Cochran, L. Allen Phelps, and Joseph F. Skupin, Needs Assessment on the Use of Vocational Advisory Committees in Michigan, (Mt. Pleasant, Michigan: Central Michigan University, 1974).

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE PROGRAM REVIEW FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 7

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THE PROGRAM REVIEW FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

PURPOSE OF EXERCISE

The purpose of this exercise is to provide you with an overview of "how" the advisory committee can participate in review and evaluation of the program. The exercise is intended to increase your general understanding and awareness in this area of advisory committee activity.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the *Guide*, Section B
- 6c. Proceed to Section C of the *Guide* and begin to develop the Local Advisory Committee Action Plan

STEP 1. IN THE FOLLOWING SECTION, "INTENTION," YOU WILL BE PROVIDED A SHORT OVERVIEW OF THE ROLE OF THE ADVISORY COMMITTEE IN CONDUCTING A PROGRAM REVIEW. READ THIS SECTION COMPLETELY BEFORE PROCEEDING TO STEP 2.

INTENTION

Program review is considered one of eight major functions of educational advisory committees. In one context, program review can be considered as part of program evaluation. In another sense, it is not the sole responsibility of an advisory committee to handle the complete ongoing evaluation of an educational program.

The advisory committee may be involved in a wide array of program review activities which contribute, in part, to the comprehensive evaluation of a program. These activities might include 1) completing the State Department's Annual Review Questionnaire for Advisory Committees, 2) evaluating student performance, 3) evaluating teacher performance, 4) comparing accomplishments with stated program objectives, 5) making periodic reports to the administration, 6) formulating suggestions for program improvement, and other similar activities. Under the program review function, the advisory committee can and should perform those functions which lend themselves to a critical review of all dimensions of program operation, including a review of the program to assure the needs of disadvantaged and handicapped students are met and that the facilities and equipment provide for adequate accessability by the handicapped population.

A recent survey of advisory committee members has shown that most members feel that program review function is a critical part of effective advisory committee utilization. More specifically, the respondents felt that the activity of "providing suggestions for program improvement" was the most important review function.[1]

The intention of this exercise is to help you understand a rational, logical committee procedure for formulating suggestions for the improvement of educational programs. Through this exercise it is anticipated that you will experience the realistic problems and concerns which confront advisory committees as they attempt to formulate program recommendations which will, if adopted, improve the educational program for students.

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[1] Leslie H. Cochran, L. Allen Phelps, and Joseph F. Skupin, Needs Assessment on the Use of Vocational Advisory Committees in Michigan, (Mt. Pleasant Michigan: Central Michigan University, 1974).

STEP 2. THE FOLLOWING TYPICAL ADVISORY COMMITTEE PROBLEM WILL REQUIRE THAT YOU APPLY SOME OF THE FOREGOING INFORMATION, AS WELL AS YOUR EXISTING KNOWLEDGE, TO THE RESOLUTION OF A PROGRAM REVIEW PROBLEM. READ THIS SECTION CAREFULLY SO YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

Your advisory committee is a general advisory committee composed of the chairmen of six occupational advisory committees. The program areas include: agricultural mechanics, nurses' aide, food service, automotive mechanics, and office and distributive occupations.

The six programs serve a total of 325 students in a comprehensive high school setting. The community population is 12,000, primarily composted of: agricultural, agri-business, and small industrial economic concerns.

It is the responsibility of your advisory committee to prepare a series of recommendations or suggestions for program improvement based upon a Program Review Report (evaluation) recently completed by your committee. The first step appears to be to determine a "procedure for formulating the suggestions."

STEP 3. USING THE RESPONSE MATRIX ON THE FOLLOWING PAGE, COMPOSE A LIST OF STATEMENTS WHICH OUTLINE A RATIONAL, LOGICAL PROCEDURE FOR SUGGESTING PROGRAM IMPROVEMENTS BASED ON THE DATA AND INFORMATION IN THE PROGRAM REVIEW REPORT.

Response Code:

P. R. - Personal Response

P-D. R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal responses (P.R.).

Appoint a subcommittee to develop a set of suggestions ___ P. R. ___ P-D. R. 1	Present the suggestions in writing to the program director, school board, and superintendent ___ P. R. ___ P-D. R. 2	Designate one committee member to write the final draft of suggestions ___ P. R. ___ P-D. R. 3	Committee chairman available to discuss the suggestions report with decision-making groups ___ P. R. ___ P-D. R. 4
Review and approve the final draft of suggestions ___ P. R. ___ P-D. R. 5	Recall the school board ___ P. R. ___ P-D. R. 6	Assess general validity of the the Program Review Report data ___ P. R. ___ P-D. R. 7	Hire consultants to supplement the Program Review Report ___ P. R. ___ P-D. R. 8
Discuss general committee concerns for program improvement ___ P. R. ___ P-D. R. 9	Formulate a final set of committee suggestions (total committee) ___ P. R. ___ P-D. R. 10	Develop accessability of equipment and facilities for handicapped students ___ P. R. ___ P-D. R. 11	Determine the role of the program review in the annual program evaluation ___ P. R. ___ P-D. R. 12
Read and review the data from the Program Review Report questionnaire ___ P. R. ___ P-D. R. 13	Develop a goal free evaluation design for formulating suggestions ___ P. R. ___ P-D. R. 14	Discuss the first draft; tentative suggestions (total committee) ___ P. R. ___ P-D. R. 15	Review the program goals ___ P. R. ___ P-D. R. 16
Formulate tentative suggestions for each goal area (by subcommittees) ___ P. R. ___ P-D. R. 17	Solicit suggestions from outside groups ___ P. R. ___ P-D. R. 18	Consider the final report as the established school policy ___ P. R. ___ P-D. R. 19	Rework the Program Review Report ___ P. R. ___ P-D. R. 20

STEP 4. YOUR NEXT TASK IS TO COMPARE YOUR RESPONSES ON THE RESPONSE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND READ THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you included 2, 5, 7, 9, 10, 11,12,13,15,16 or 17 read DISCUSSION COMMENT A
If you included 19 read DISCUSSION COMMENT B
If you included 1, 8 or 18 read DISCUSSION COMMENT C
If you included 3 or 4 read DISCUSSION COMMENT D
If you included 14 read DISCUSSION COMMENT E
If you included 6 or 20 read DISCUSSION COMMENT F

Comment A

If you included in your answer the sequence shown in the DIAGNOSTIC, you have an acceptable degree of understanding of how to organize and conduct a comprehensive program review effort. There may be several sequences in which these responses may be arranged, but there must be some general sequential agreement as stated earlier.

Perhaps another way to look at this procedure would be to view it in more general phases. The first phase would be that of planning and/or organizing the review and determining exactly what kinds of concerns or questions are to be dealt with. The second phase would involve a review of all previously written documents and data sources regarding this program component. A third phase would involve the collection of the necessary information or data. A fourth phase would be the analysis or "looking at" of the information or data collected. The final phase would involve summarizing, interpreting, writing, and reporting the information as it pertains to the specific area of the program being reviewed.

Comment B

Remember that advisory committtees do not serve as policy-making committees. They perform an advisory function only, as the name implies. The degree to which the policy-making body accepts the recommendations of the advisory committee depends upon the respect it has developed for the work of the committee. This is, in turn, reflective of the committee's effective, comprehensive manner.

Comment C

The appointing of a subcommittee is not considered a realistic approach. The advisory committee is central to the program review function, thus, it should be the overall responsibility of the total committee to conduct reviews and formulate reports on the program review efforts.

However, this is not to say that subcommittees should not be involved in the writing or carrying out of specific sections of the program review activity once the entire committee has agreed upon what is to be done and how it is to be done.

Comment D

These responses should be included in "procedurally" formulating the suggestion report. One committee member's writing style will add continuity to the report. Second, arrangement should be made to have the chairman available to discuss the report with the appropriate decision-making groups.

Although these two factors are not a part of the operational procedure, they represent considerations which are helpful.

Comment E

This response doesn't fit with a procedure for formulating suggestions. Formal or informal evaluation designs are really used in conducting sophisticated evaluation studies.

Comment F

Of course, these two responses really serve no purpose as feasible answers to the problem statement.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

As suggested in the introduction, there are a variety of activities in the program review area in which the advisory committee could possibly involve itself. Indeed, much of the literature suggests that the basic rationale for having advisory committees is the establishment of a dialogue between the community and the educational system. The basic purpose or function of this dialogue becomes one of evaluating or reviewing the program for needed improvements.

Most citizens do evaluate the community educational programs in some manner or fashion, but an advisory committee provides the vehicle for doing so in a formal or systematic manner.

> Communications from citizens provide information about interests and felt needs of students and employers' needs and opinions. This information should be of help in formulating the overall objectives of each phase of the program, and the purpose and practices involved in program review or evaluation efforts. Communications are also necessary to citizens so that they may know what is transpiring within their schools. Likewise, the school needs to know what outcomes people are desirous of being attained.
>
> Advisory committees have no administrative or legal authority. Their role is advisory only. Their recommendations fall into the category of suggestions to the administration and board of education.[1]

Once the appropriate advisory committee has been established for an educational program and has functioned for a period of time, it will undoubtedly attempt to review or evaluate the program in some way. It may be that this activity is the only or singular function of the advisory committee. Most people believe, however, that this is an umbrella function which takes in several other committee functions, such as course content advisement and community public relations.

Nonetheless, it is extremely important that the committee seriously consider their responsibilities for program review. In looking at the program review function several questions come to the forefront. What parts of the program are to be reviewed? How should the committee organize and conduct the program review? What actually does the program review? Who should prepare the report? Should outside consultants be hired? How should the results be presented so that they are likely to be accepted by the school board? All of these questions raise some concerns about the "process" of conducting a program review. It would appear that once a logical, rational "process" can be identified, the actual committee task of "doing" the review will fall into place.

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[1] Harold Byram, Locally Directed Evaluation of Local Vocational Education Programs, (Danville, Illinois: Interstate Publishers and Printers, 1971), p. III-3.

As stated earlier, a variety of different activities may be undertaken as program review functions. Although many different kinds of activities may be undertaken, a similar "process" may be used in completing each activity. A systematic, organized procedure for organizing, collecting, and summarizing information of a program review nature will greatly increase the comprehensiveness and efficiency of the program review activity. If the outcome of this process (a report or memo) reflects a comprehensive and exhaustive effort on the part of the committee, it will, more likely, be accepted as a legitimate information base for the decision-making person or agency to which it is presented.

Several components should make up this "logical, rational process" for conducting program review. First, the committee should determine what is the role of the program review effort they are about to undertake in relation to other program evaluation efforts or the ongoing evaluation of the program? In other words, the committee should put this program review question into proper context with other review or evaluation activities being carried out. Second, the committee needs to review all current and past documents which shed light on the concerns, questions, information, or program component being reviewed. Previously written local reports are the most important consideration here. Third, another activity involves identifying exactly what the goals of the program are for the component of the program being reviewed. If these are not already written down written in an acceptable form, the committee must make an effort to have them clearly identified before beginning the review. Throughout this process the committee should continually discuss, as a group or individually, their concerns or questions which they feel should be answered by this review. Fourth, another activity in this general sequence is to formulate or develop a data collection instrument which focuses on the specific questions being asked. This may not be necessary if the information or data for answering the questions is already available in a report or can be obtained simply by interviewing or talking with selected people.

From this point on the committee should go through a series of subprocesses such as drafting a tentative report, reviewing the report, formulating a final report, and approving the final report. A large part of the writing of specific sections of the report can be handled by two or three members forming a subcommittee and writing one section. The rewriting or final editing should be handled by one person so the report has continuity. The final draft should always be approved and signed by the chairman and committee members, if possible. The final steps include submitting the report to the official policy or decision-making agency or person to which it is addressed. The chairman or members of the committee should be available to present and/or discuss the contents and results to the groups reviewing the report.

A solid, comprehensive effort in designing, conducting, and reporting, different program review activities is essential to bring about the changes the committee feels are necessary to improve the program for students.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

THE COMMUNITY RESOURCES IDENTIFICATION FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Structural Communication Exercise 8

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THE COMMUNITY RESOURCES IDENTIFICATION FUNCTION OF EDUCATIONAL ADVISORY COMMITTEES

Exercise 8

PURPOSE OF EXERCISE

This exercise is intended to broaden your understanding of the advisory committee's role in identifying community resources for educational programs. The exercise is intended to increase your ability to provide leadership in this area.

DIRECTIONS

Step 1: Read the INTENTION

Step 2: Read the INVESTIGATION

Step 3: Record your responses to the INVESTIGATION on the RESPONSE MATRIX

Step 4: Review the DIAGNOSTIC, evaluate your responses, and read the appropriate DISCUSSION COMMENTS

Step 5: Select one of the following two options:

- 5a. Record a revised set of responses on the MATRIX
- 5b. Read the VIEWPOINT, then record a revised set of responses on the MATRIX

Step 6: Select one of the following three options:

- 6a. Select and complete another exercise to broaden your understanding of advisory committee functions
- 6b. Review the Implementation Resources section of the Guide, Section B
- 6c. Proceed to Section C of the Guide and begin to develop the Local Advisory Committee Action Plan

STEP 1. THE FOLLOWING SECTION, "INTENTION," IS DESIGNED TO PROVIDE AN OVERVIEW OF THE ROLE OF THE ADVISORY COMMITTEE IN THE COMMUNITY RESOURCES IDENTIFICATION FOR THE PROGRAM. READ THIS SECTION CAREFULLY BEFORE PROCEDING TO STEP 2.

INTENTION

The passage of the Michigan Career Education Act and the adoption of career educational resolutions by local school districts has stimulated a great deal of new activity among educators and the community. Career education as defined in the legislation means:

> . . . programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement to maximize career options available, and to provide comprehensive career development.[1]

The legislation established an advisory commission and local planning district councils to support the implementation of the career education concept.

Vocational education advisory committees have been traditionally involved in utilizing community resources to support the instructional program. Field trips have often times been arranged through the advisory committee or advisory committee contacts. Numerous other resources have been integrated into vocational programs over the years as a direct result of the advisory committee dialogue.

These are two areas of community resource utilization. Further reading will introduce the specifics of how advisory committees can identify and access community resources, as well as provide an opportunity to apply this knowledge to an actual problem.

This exercise will provide you with an overview of how an advisory committee can become involved in identifying and accessing community resources to support educational programs. The utilization of community resources has received a great deal of attention with the recent emphasis given to the career education concept. This exercise will illustrate how an advisory committee can become actively involved in supporting a comprehensive program by identifying community resources.

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[1] "Michigan Career Education Act of 1974," Enrolled House Bill No. 4422, State of Michigan, 77th Legislature, Regular Session of 1974.

STEP 2. THE FOLLOWING INVESTIGATION STATEMENT WILL REQUIRE YOU TO APPLY THE PRECEDING INFORMATION AND YOUR EXISTING KNOWLEDGE TO A TYPICAL ADVISORY COMMITTEE ACTIVITY IN THIS AREA. READ THIS SECTION CAREFULLY SO YOU CAN RESPOND TO THE STATEMENTS ON THE RESPONSE MATRIX.

INVESTIGATION

You have been appointed to an ad hoc career education council for the local junior high school. This council has been asked to formulate a survey which will identify the community resources to support the junior high school (grades 7, 8, and 9) career exploration program. The major goal of the career exploration program is to provide each student with exploratory experiences in three to five of the fifteen career clusters identified by the U.S. Office of Education. (See the Implementation Resources section for a list of the cluster titles).

STEP 3. SELECT FROM THE RESPONSE MATRIX ON THE FOLLOWING PAGE, A LIST OF GENERAL ITEMS OR INFORMATION TO BE INCLUDED IN A COMMUNITY RESOURCE SURVEY. THIS SURVEY WILL IDENTIFY AND DESCRIBE THE EXISTING COMMUNITY RESOURCES FOR THE JUNIOR HIGH SCHOOL CAREER EXPLORATION PROGRAM.

Response Code:

P. R. - Personal Response

P-D. R. - Post-DIAGNOSTIC Response

Record your answer for this step on the Personal Response line.

RESPONSE MATRIX (Sheet)

Proceed to Step 4 after you have recorded your personal responses (P.R.).

Name, address, phone number, and employer of the person responding to survey ___ P. R. ___ P-D. R. 1	Questions addressing the opinions of the respondent toward education ___ P. R. ___ P-D. R. 2	Statement of purpose of the survey ___ P. R. ___ P-D. R. 3	Question focusing on the respondent's preference for working with individuals or groups from the school ___ P. R. ___ P-D. R. 4
Possible resources the survey respondent might provide to school administrators ___ P. R. ___ P-D. R. 5	A question asking the respondent's definition of "career education" ___ P. R. ___ P-D. R. 6	Possible field trips for students ___ P. R. ___ P-D. R. 7	Career/occupation of the survey respondent ___ P. R. ___ P-D. R. 8
Questions identifying consultants for classroom instruction (personnel from indus[illegible]/business/ma[illegible]ment-labor) ___ P. R. ___ P-D. R. 9	Short-term work experience stations for students ___ P. R. ___ P-D. R. 10	Possible field trips for educators ___ P. R. ___ P-D. R. 11	Contact representatives from such agencies as counsel for Exceptional children and Neighborhood Youth Corp. ___ P. R. ___ P-D. R. 12
Possible co-op work stations for the vocational education program ___ P. R. ___ P-D. R. 13	Questions identifying consultants for career counseling (personnel from industry/business/management-labor) ___ P. R. ___ P-D. R. 14	Work experience positions for educators ___ P. R. ___ P-D. R. 15	Goals of the career exploration program ___ P. R. ___ P-D. R. 16
Previous services offered by the survey respondent ___ P. R. ___ P-D. R. 17	Listing of current job openings in the respondent's business ___ P. R. ___ P-D. R. 18	Field trips for elementary classes ___ P. R. ___ P-D. R. 19	Description of the survey respondent's "area of expertise" ___ P. R. ___ P-D. R. 20

STEP 4. COMPARE YOUR RESPONSES ON THE MATRIX WITH THE DIAGNOSTIC SHOWN BELOW AND EVALUATE YOUR ANSWER. PROCEED BY READING THE APPROPRIATE DISCUSSION COMMENTS.

DIAGNOSTIC & DISCUSSION COMMENTS

If you included 1, 3, 8, or 16 read DISCUSSION COMMENT A

If you included 7, 9, 10, 12, or 14 read DISCUSSION COMMENT B

If you included 11 or 15 read DISCUSSION COMMENT C

If you included 2, 6, 13, 18 or 19 read DISCUSSION COMMENT D

If you included 4, 5, 17 or 20 read DISCUSSION COMMENT E

Comment A

This set of responses should be included in the survey for the purpose of collecting basic information from the respondent and describing the purpose of the survey. A description of the goals of the exploration program will enable the respondents to clearly understand the purpose of the survey and thus enable them to be specific in their responses.

The occupation of the survey respondent will enable the educator to determine which of the fifteen clusters the potential resources will support.

The survey should also reflect any costs to be incurred through use of the resources identified on the survey. Potential costs could include tutoring or consultation fees, costs for printed materials, transportation, or other similar expenditures.

Comment B

The identification of community resources for classroom and field experiences is a major purpose of the survey; therefore, these items will definitely be included.

This survey should address each of the areas of possible field trips, potential work experience stations for students, and consultants for instruction and counseling in terms of the potential resources for the career exploration program at the local junior high school.

Comment C

Identification of community resources for educators is another major purpose of the survey, consequently, these items should definitely be included in the survey. Not only do students benefit from the utilization of community resources, but experiences and educational programs for educators can also be facilitated. On occasion businessmen have sponsored special training programs for educators. In still other instances, teachers at all levels (including junior high school) have had opportunities to visit with employers, tour facilities, attend seminars, and gain significant experiences through structural or specialized work experiences.

Comment D

This response would suggest that you probably should consider reading the VIEWPOINT in the next section. A community needs survey is not intended to assess the opinions of the community regarding educational programs, nor is it intended to develop a community definition for "career education" (response number 6).

Since the survey is directed at identifying resources for the junior high school programs, responses 13 and 19 would not likely be included. These items relate to potential resources which would be utilized in the elementary and high school programs. A community resource survey which is comprehensive in nature would likely survey the community's resources in terms of their total applicability for all educational programs within the school district.

Finally, a listing of job openings would not be considered an appropriate item for the survey. Community manpower needs are assessed through occupational surveys which are typically conducted by personnel from the vocational education program.

Comment E

This set of responses represents items which could be included, depending upon the specific intent of the survey. A description of the respondent's "area of expertise" will further describe those services, resources, or information the individual can contribute to the program. An accurate description of the resources identified will enable the committee to develop a comprehensive roster of community resources. This item should probably be included as an open-ended response if it can be added without making the survey instrument too long.

In certain instances, the resources uncovered by surveys have reflected potential management services for school administrators. This item may be included in the survey if the committee feels it is important. (See the Implementation Resources section for a listing of potential school management services) Responses 4 and 17 may be included if the committee is concerned about the respondent's preferences for contributing his or her resources to the school's program.

STEP 5. AT THIS POINT YOU SHOULD GO BACK AND BRIEFLY REVIEW THE INVESTIGATION STATEMENT AND THE RESPONSES YOU CHECKED IN THE MATRIX. TAKE TIME TO EVALUATE YOUR RESPONSES BASED ON THE DISCUSSION COMMENTS YOU HAVE JUST READ AND CHOOSE ONE OF THE FOLLOWING ALTERNATIVES.

STEP 5a. CHECK ANOTHER SET OF RESPONSES WHICH YOU FEEL ARE CORRECT ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

OR

STEP 5b. READ THE FOLLOWING VIEWPOINT FOR SOME FURTHER CLARIFICATION AND ADDITIONAL INFORMATION BEFORE RECORDING YOUR REVISED RESPONSES ON THE POST-DIAGNOSTIC RESPONSE (P-D. R.) LINE IN THE MATRIX. PROCEED TO STEP 6 WHEN COMPLETED.

VIEWPOINT

Practically all educational advisory committees attempt to identify and access community resources in support of the educational program. Most of the literature on advisory committees suggest that advisory committees are considered a community resource for the educational program in and of themselves. To some degree this is true, but advisory committee members are typically not selected specifically for what they as invidivuals can contribute to the program. Usually they are selected to engage their expertise in providing course content advisement and evaluating the program.

There are several functions the committee can undertake in identifying community resources. The committee member, acting individually or as a contact for other individuals in their respective business or industry, can provide input for arranging field trips. As occupational/career practitioners, the committee members are well qualified to recommend potential co-op or general work experience stations. Committee members can also identify personnel from business or industry who can provide classroom presentations on a variety of subjects and current practices. The committee can also identify personnel and in-service programs which would serve to update the instructor's knowledge base. Perhaps a closer examination of each of these, and some other committee activities for accessing community resources, will be enlightening.

Field trips can be arranged through the advisory committee contacts for both educators and students. Open discussion of the purposes of field trips will often times illustrate that all participants appear to benefit in some way. The teacher more clearly understands the implications of his knowledge and influence on the preparation of students for satisfying careers. The students develop an instantaneous awareness of what is involved in the careers being viewed. The businessman develops a greater understanding of the educational process, hopefully, and perceives a role which he can fulfill in that process.

Actual work experience can be a beneficial experience for both students and teachers in career and/or vocational education programs. The committee-arranged cooperative work experience program can provide a variety of different kinds of experiences for students. It can provide opportunities for students to go to work for a day, a few weeks, or a semester depending upon the purpose of the program. Many times industry is willing to also sponsor work experience programs for teachers. The arrangement of these cooperative experiences between school and industry tend to flow from advisory committee meetings.

Resources for in-school instruction and counseling can also be readily accessed through advisory committees. Many committee members and/or their representatives are generally more than happy to come to school and conduct lectures, seminars, demonstrations, and other types of instruction and counseling services. These kinds of activities have usually proven to be highly beneficial to students in both group sessions and individualized situations.

In many cases, professional associations representing businessmen produce quality instructional materials to be used in industry or company training programs. These effective instructional materials can often be obtained through contacts with advisory committee members.

Numerous community resources can be accessed for the purpose of providing consultation and information for teachers. Often times teachers are invited to industrial training programs or seminars through the advisory committee meetings. Advisory committee members are usually willing to assist the teacher in gathering additional information or experiences if a sincere interest is expressed by the teacher.

The different community resources previously described are appropriate for teachers to use at all levels. Vocational and technical personnel have been involved in accessing these resources for several years, but with the onset of career education similar experiences are as pertinent for elementary teachers as they are for university professors. The accessing and utilization of community resources brings realistic experiences and information to the educational program which students immediately relate to with meaning. As outlined in this presentation, advisory committees can be a a significant force for identifying and accessing community resources for educational purposes.

STEP 6. SELECT ONE OF THE FOLLOWING THREE OPTIONS:

STEP 6a. SELECT AND COMPLETE ANOTHER EXERCISE TO BROADEN YOUR UNDERSTANDING OF ADVISORY COMMITTEE FUNCTIONS.

OR

STEP 6b. REVIEW THE IMPLEMENTATION RESOURCES SECTION OF THE GUIDE, SECTION B.

OR

STEP 6c. PROCEED TO SECTION C OF THE GUIDE AND BEGIN TO DEVELOP THE LOCAL ADVISORY COMMITTEE ACTION PLAN.

IMPLEMENTATION RESOURCES

Section B

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IMPLEMENTATION RESOURCES

What are Implementation Resources?

This section contains a series of resource materials for teachers and administrators to utilize in working with or establishing Advisory Committees. You will find included in this section examples of: committee evaluation checklists, meeting minutes, school board endorsements, surveys, organizational forms, appreciation acknowledgements, tips for handling meetings, letters of invitation and numberous other helpful materials.

How can I use these resource materials?

Each of these examples presented are for your review and potential use. You may find that some of these resource materials are immediately useable in your program, while others may need modification before they meet your needs. Users of this Guide are encouraged to readily use the resource materials in this section.

How were the Implementation Resources developed?

The examples contained in this section have been contributed by individuals, school districts, and state agencies, all of whom have had what they considered to be successful advisory committees. Each contributor has acknowledged that a large part of his/her success is attributable to the basic ideas, organizational concepts, and materials you will find in this section.

IMPLEMENTATION RESOURCES
FOR
CONDUCTING OCCUPATIONAL/COMMUNITY
SURVEYS

The materials for the entire portion of this section of the Guide have been collected to support the function of advisory committees concerning "Conducting of Occupational and Community Surveys."

Included in this section are:

1. Overview of the Local Manpower Planning Handbook.
2. Sample-Survey of Manpower Needs.
3. Overview of Occupational Outlook Handbook.
4. Summary of a State Wide Study To Determine The Needs of Advisory Committees.

Resources for this section of the Guide were contributed by:

Vocational and Technical Education Service
Michigan Department of Education
Lansing, Michigan

U.S. Department of Labor
Washington, D.C.

Charles Bruning Company
Chicago, Illinois

Vocational Education Advisory Committee Project
Central Michigan University
Mt. Pleasant, Michigan

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 1, pp A-3 to A-14. In addition, Exercise 1 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

OVERVIEW OF THE VOCATIONAL EDUCATION LOCAL MANPOWER PLANNING HANDBOOK

The Vocational Education Local Manpower Planning Handbook is a local planning document which was developed in 1972 by Touche Ross and Campany under contract with the Vocational and Technical Education Service of the Michigan Department of Education. This Handbook has been disseminated to vocational personnel throughout the State to be utilized in providing manpower information for the planning of vocational education programs. More specifically, this document will assist local planning groups (which may involve advisory committees) in assessing the training needs of their area in light of the local manpower situation.

Chapter titles included in this Handbook are as follows:

- The Art of Planning Local Vocational Education Programs
- Understanding the Scope of the Problem
- Identifying and Analyzing Pertinent Secondary Data
- Developing and Verifying Hypotheses
- Defining and Justifying the Action Program

Numerous tables of state-wide manpower data are presented in the appendices along with a set of instruments and procedures for conducting an occupational demand survey.

Information concerning the Vocational Education Local Manpower Planning Handbook can be obtained from:

Vocational and Technical Education Service
Michigan Department of Education
Lansing, Michigan

(Letterhead)

EXAMPLE OF A SURVEY OF NEEDS FOR (NAME OF OCCUPATION)

1. At your firm, how many individuals are employed in (name of occupation)?

2. How many individuals at your firm would be considered at an entry level position for (name of occupation)?

3. How many individuals at the entry level capacity for (name of occupation) do you expect to hire in (year) at your firm?

4. Among these new hires, approximately how many will be replacements?

5. During the next five years (197_ to 197_) do you expect growth in your occupational area?

   _____ Yes _____ No _____ Remain about the same

6. Of the entry level new hires for your firm, how well equipped were they to complete simple tasks? (Check one)

   Outstanding ___ Good ___ Acceptable ___ Poor ___ Extremely Bad ___

7. How would you rate the basic skills of these newly hired individuals? (Check one)

   Outstanding ___ Good ___ Acceptable ___ Poor ___ Extremely Bad ___

8. Of the basic skills required of your new hires, which would you consider the most important?

9. Of the basic skills required of your new hires, which apparently are not well covered in the training of these individuals?

OVERVIEW OF THE OCCUPATIONAL OUTLOOK HANDBOOK

The current edition of the Occupational Outlook Handbook, which is published every other year by the Bureau of Labor Statistics of the U.S. Department of Labor, provides accurate occupational information for more than 800 occupations and 30 major industries. In the past, the Handbook has been widely used by educators as a ready source of occupational and career information. Comprehensive information contained in the Handbook covers what workers do in various occupations, training and educational requirements, advancement possibilities, working conditions, and the occupational outlook for a given occupation.

The 1974-75 edition of the Occupational Outlook Handbook can be ordered from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Bulletin 1785
Cost: $6.85

SUMMARY OF A STATE WIDE STUDY TO DETERMINE THE NEEDS OF ADVISORY COMMITTEES

Needs Assessment Study

The needs assessment study was not designed to answer all questions related to the use of advisory committees, but focused on specific areas of concern in an attempt to provide a research base for the development of self-instructional modules. Questions that were asked included: What is the current use of, degree of commitment to, and the perceived utilization of vocational advisory committees? What are the significant roles, responsibilities, characteristics, procedures, and techniques required to effectively maintain a vocational advisory committee. These questions, along with earlier cited pitfalls, provide direction for the collection of data.

Based on purposes of the study, the population to be served, and the methodology to be employed, a Needs Analyst and Needs Consultant prepared draft copies of the data collection instruments. In concert with the Project Steering Committee and State Department personnel, the project staff collected various comments, critiqued the materials, and developed the final instruments. This was supplemented by informal interviews and discussions with other individuals associated with advisory committee activities in the State. Six packages were developed as the primary data collection sources and were sent to the following groups:

Respondent	Number Mailed	Number Returned	Percentage
School Superintendent	78	54	69.3
School Board Members	78	33	42.3
Community College Presidents	30	18	61.4
Board of Trustees Members	30	14	46.7
Secondary Vocational Education Programs			
Director	103	56	54.4
Teachers on non-effective advisory committees	48	21	43.8
Teachers on effective advisory committees	45	22	48.9
Advisory Committee member from labor	50	12	24.0
Advisory Committee member from business and industry	53	8	15.1
Post-Secondary Vocational Education			
Programs Occupational Dean	30	13	43.3
Teachers on non-effective advisory committees	15	5	33.3
Teachers on effective advisory committees	15	4	26.6
Advisory Committee member from business and labor	15	4	26.6
Advisory Committee member from industry	15	4	26.6
Direct Mailings	241	141	58.5
Indirect Distribution	364	127	34.9

Each of the instruments contained eight major functions which were expanded into forty-one sub-activities that were commonly performed.

The members of the sample were asked to rate the forty-one activities according to their level and projected level of usage using three categories--"Never," "Infrequently," and "Frequently."

Degree of Commitment to Major Advisory Committee Functions. In summary, the degree of frequent involvement in the eight major functions by members in the sample were estimated at the following levels:

Functions	Percent Involvement
Occupational Surveys	20-30
Course Content Advisement	40-60
Student Placement	15-25
Community Public Relations	10-15
Equipment and Facilities	50-60
Program Staffing	0-5
Program Review	25-35
Community Resources	30-50

Comparison Between Existing and Suggested Levels of Utilization. A second method used to assess the degree of commitment toward advisory committees was to compare existing levels of importance with the suggested operational levels. The basic assumption for this basis of analysis was that if there was a high degree of commitment, the current and suggested levels of involvement would be parallel. At the secondary level, several inconsistencies were identified and the number of shifts suggested in the forty-one sub-activities were: Moderate change (12), Important Change (3), and Significant Change (3). Some of the important and significant areas of increased emphasis were the notification of job openings, development and promotional materials, participation in public activities, and obtaining personnel for classroom presentations.

At the post-secondary level, the number of projected changes in the forty-one sub-activities were: Moderate Change (8), Important Change (7), and Significant Change (3). Some of the important and significant areas of increased emphasis were the identification of occupational competencies, participation in follow-up studies, development of promotional materials, participation in public activities, reviewing teaching applicants, making periodic reports to the administration, and identifying community resources.

Commitment to Advisory Committees as Perceived by Administrators. There were 119 responses from school superintendents (54), community college presidents (18), board members (33), and trustees (14). Part of their commitment can be measured by the fact that eighty-five or 71.8 percent of respondents indicated that their programs were served by some form of vocational education advisory committee. Twenty-three of thirty board members from both local schools and community colleges indicated that some form of recognition was given to advisory committee members for their efforts. Fifty-six or 67.5 percent of the respondents indicated that reports were received from the committee on a regular basis (monthly, quarterly, or annually). The respondents were also asked to respond to the extent of use and the effectiveness of advisory committees by rating each of the eight major functions. In general, their views may be summarized that advisory committees were involved at the 60 to 70 percent level on most of the functions, while their very effective level ranged between 10 to 30 percent, with the exception of program staffing which was at the three percent level.

IMPLEMENTATION RESOURCES
FOR
COURSE CONTENT ADVISEMENT

The materials that have been identified with this section of the _Guide_ are:

1. An agenda for Course Advisement Meeting
2. Program Evaluation checklist.

Resources for this section of the _Guide_ were contributed by:

James Brown
Vocational Director
Lenawee County
Adrian, Michigan

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 2, pp A-15--A-24. In addition, Exercise 2 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

SAMPLE AGENDA FOR A COURSE CONTENT ADVISEMENT MEETING

AGENDA ITEMS FOR

AUTOMOTIVE TECHNOLOGY ADVISORY COMMITTEE MEETING

Local Community College

7:00 p.m.	Meeting Call to Order	Chairman
	Approved minutes from last meeting	Secretary
	Presentation of course content and performance goals of Automotive Technology program	_____,instructor(s)

Discussion questions — Chairman

What general areas do these goals cover?
- Specific job skills
- Occupational information
- Human relations skills
- Employability skills
- Basic skills
- Mathematical/computational skills
- Career decision-making skills
- Continuing education

Check list evaluation of course content and performance goals by committee — Chairman

Evaluation discussion questions

Is the course content in the above areas current?
- What specifically needs to be added and/or deleted from the course content?
- Are there more recent instructional materials or references that might be used?
- What new field trips or co-op work experiences should be added to the course?
- Should the criteria for evaluation of student performances by instructors or participating employers be changed?
- How can the course content be more effectively coordinated with the community college and area vocational school locally?

9:30 p.m. Adjournment

EXAMPLE OF PROGRAM EVALUATION CHECKLIST

DATE
VOCATIONAL PROGRAM EVALUATION
EVALUATION BY OCCUPATIONAL ADVISORY COMMITTEES
INDIVIDUAL COURSE SUMMARIES

Total Number Contacted:
Questionnaires Received: KEY:

	YES	NO	NA
I. CURRICULUM			
1. Is the curriculum staying abreast with industry and technology?			
2. Does the curriculum meet your company's needs?			
3. Does the curriculum need improvement?			
4. Is the curriculum long enough to train students?			
5. Is it flexible enough to train all kinds of students?			
6. Is the course content and instruction adequate?			
7. Has communication been provided for evaluation?			
8. Have business and industry been involved in determining performance goals?			
9. Does the curriculum provide opportunity to explore the student's career and enable him to gain most from training recieved?			
10. As employers do you think that a vocational curriculum better prepares the students for job entrance?			
11. As employers are you seeking employees with specific training over general requirements?			
12. Is the present curriculum able to reflect a change in occupational and employment trends both local and national?			

Continued next page

VOCATIONAL PROGRAM EVALUATION
EVALUATION BY OCCUPATIONAL ADVISORY COMMITTEES
INDIVIDUAL COURSE SUMMARIES

	YES	NO	NA
II. PHYSICAL FACILITIES			
1. Are facilities well planned and used?			
2. Are the current physical facilities adequate to meet the needs of the (name of school)?			
3. Has the Committee been kept informed on issues?			
4. Has the Committee offered suggestions?			
5. Is proper preventive maintenance followed?			
III. EQUIPMENT (Abbreviated)			
1. Is the present equipment entirely adequate?			
2. Have business and industry been cooperative in the use and loan of certain equipment to the (name of school)?			
3. Have recommendations been made to the committee by the (name of school) to acquire new equipment?			
IV. SAFETY			
1. Is safety education carried out?			
2. Is supervision given by the instructional staff when students engage in hazardous activities?			
3. From information by the staff, have students observed safety regulations?			
4. Have suggestions been exchanged with you regarding such topics as:			
a. Location of fire extinguishers?			
b. Exhaust equipment?			

Continued next page

	YES	NO	NA
c. Fire lanes?			
d. Emergency Exits?			
e. Replacing outdated safety regulations with new ones?			
f. Posting safety regulations so they are visible in hazardous activities?			

5. As an Occupational Advisory Committee member, what suggestions can you offer for improvement of safety at (name of school)?

V. DESIRABLE STUDENT ATTITUDES & HABITS

1. What characteristics of the (name of school) contribute mostly to desireable student attitudes and habits?
2. What characteristics most likely interfere with the above?
3. As an employer, what advice would you offer to the (name of school) to improve student attitudes and habits?
4. Do you recognize the Vocational Certificate of Achievement issued by (name of school) when former students seek employment?

VI. ADULT EDUCATION

1. Have suggestions been received or sought from the Occupational Advisory Committee regarding the (name of school) Adult Education Program?
2. Suggestions for Adult Education Courses:

IMPLEMENTATION RESOURCES
FOR
STUDENT PLACEMENT

This section of the Guide provides support information for Structural Communication Exercise 3--"Student Placement." Included in this section are:

1. Solicitation Guidelines for Area Placement Services of Secondary Students
2. Follow-up survey of Graduates
3. Inclusion of Handicapped Persons into Area Placement Services

Contributors to this section were:

Murray O. Batten
Vocational and Technical Education Service
State Department of Education
Lansing, Michigan

Joseph McGarvey
Vocational and Technical Education Service
State Department of Education
Lansing, Michigan

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 3, pp A-25 to A-35. In addition, Exercise 3 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

SOLICITATION GUIDELINES FOR AREA PLACEMENT SERVICES FOR SECONDARY STUDENTS

1.0 Introduction

1.1 Goal of Placement Services

The ultimate goal of school-based placement as a component of career education is that every student exiting from an educational agency in Michigan regardless of race, creed, color, sex, socio-economic status, handicapping condition, or school program, will have access to effective and comprehensive placement services to assist the student in implementing the next phase of his or her career plan.

1.2 Description of School-Based Placement Services

School-based placement would encompass the entire range of assistance given a student by a school in helping that student to develop and implement his or her career plan. In the transition from school to the next career goal choice, school-based placement would provide students with both general and specific services to enable them to choose and successfully reach a goal consistent with their interests and aptitudes. These services would be comprehensive in the sense that they would cover:

a. Goal choices or combinations of choices in employment (full-time, part-time, permanent, and temporary), the military, continued education in two or four year college programs, vocational technical training, and apprenticeship programs.

b. Whatever direct or indirect assistance would be necessary to enable the student to reach the point of successful implementation of his or her next chosen career goal.

In building comprehensive school-based placement, presently existing services would be incorporated into a total plan. The final measure of the success of school-based placement will be the satisfaction of the student that these services did indeed meet his/her immediate career aspirations needs and/or represent the best choice, given available alternatives.

1.3 Need for School-Based Placement Services

Evidence of a need for school-based placement services has arisen from a variety of sources, both nationally and locally, which, among others, include:

a. The findings of the School to Work Project conducted by the National Advisory Council on Vocational Education:[1]

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[1] School to Work Project, "Findings, Recommendations, and Project Summary", Business, Labor, Education Relations Committee, National Advisory Council on Vocational Education, March 1974.

> "Phase I of the School-to-Work Project of the National Advisory Council on Vocational Education, conducted for the Office of Economic Opportunity (OEA) and the Office of Education (OE), has produced a series of findings and recommendations for the expansion and improvement of school-based, job placement programs, e.g., a school system's formal efforts to provide job development, job counseling and job placement services to students..."
>
> "The School-to-Work Project confirms the policy of Congress, and the National Advisory Council on Vocational Education that schools should provide placement services to all students as a means of dealing with the related concerns for educational reform, and youth unemployment. In school systems where explicitly structured placement programs operate, more students got jobs than before and they generally earned more money. These schools were also characterized by their increased efforts to implement career education programs..."
>
> "When the commitment to providing job placement services is put into practice by a school, there is a reduction in youth unemployment which provides the community with concrete evidence of the school's worth..."
>
> "Placement - in a job or in further schooling - should be included within state and federal legislation as a valid educational objective intended for all students with funding directed to this purpose..."
>
> "Support for school placement programs is growing and program success has been demonstrated in many school systems. But there is a need for increased national leadership to help gain wider acceptance among educators and leaders within the employment sector..."

b. Data from the Base-Year Survey of the National Longitudinal Study of the High School Class of 1972 conducted by the U. S. Office of Education which show:[2]

   1. Seventy-seven percent of those surveyed agreed that "Schools should help students find jobs when they leave school."

   2. "Of those who did rate their schools over one-half marked 'good' or 'excellent' on 9 of the 10 items. The characteristic that received the lowest rating by far was 'job placement of graduates'. Only 29 percent of those expressing an opinion rated their schools as 'good' or 'excellent' in this regard.

c. The findings and recommendations of the Michigan Career Development Study (1973) conducted in response to Section 380 of Act 364 (Public Acts of 1972) which state:[3]

National Longitudinal Study of the High School Class of 1972. A Capsule Description of High School Seniors, Base-Year Survey, DHEW Publication NO. (OE) 74-11116.

[3] Report of the Michigan Department of Education to the State of Michigan, 77th Legislature, Regular Session of 1973.

> "A major deficiency reported concerns placement, a career development activity vital to educational accountability to students. The report indicates that placement activities serve too few students in too few agencies and tend to be inadequate in serving both students who are prepared for jobs and those prepared for further education..."

> "(The data) suggest that (1) a significant proportion of students in Michigan are not receiving placement services and (2) if placement services do exist, there is an apparent bias toward providing placement services for further education as opposed to job placement services."

d. The Kruger analysis of new entrants into the Michigan labor force from educational institutions (1972-1980) shows a demand for new jobs exceeding the supply created by death and retirement by approximately 100,000 jobs annually.[4]

e. In the Program Policy Guidelines for fiscal year 1975-76, the Governor indicates that these guidelines "...identify actions that must be taken to realize the objective of more effective and efficient government". Recognizing placement needs in education, the guidelines state:

> "The Department of Education should analyze the implications of modifying the second objective of the State Plan for Vocational Education to incorporate the job placement dimension. The restatement of the objective might read--to educate students to learn salable skills and to successfully place them in occupations that will enable them to contribute to the State's productivity and to improve their personal and job satisfaction."

f. The Michigan State Plan for Vocational Education (1974-75) states as a goal at the secondary level that "All students will be provided job or continuing education placement services upon graduation or prior to graduation from high school." In order to achieve this goal the State Plan lists as objectives:

   a. "To increase the number of K-12 districts providing placement and follow-up services for all students."

   b. "To increase the number of area vocational education centers providing placement and follow-up services for all students."

Considering the need for placement services in schools and their present relative unavailability, it is important that immediate steps be taken to begin the process of reaching the goal of comprehensive placement services in the most efficient and effective way possible.

While the ultimate goal is to provide school-based placement services that cover a range of career options, the most immediate need is to meet the demand for job placement. Seventy-two percent of all those responding in the 1973 Michigan survey of secondary graduates manifested a need for either full or part-time job placement. The demand for job placement was almost 80 percent in the case of vocational education graduates. These job placement needs, especially in the case of part-time or temporary employment, often coexist with a simultaneous need for placement in higher education programs. The emphasis placed in these guidelines on job placement should not be construed as limiting placement services to job placement.

---

[4] An Analysis of New Entrants into the Michigan Labor Force from Educational Institutions 1972-1980, Daniel H. Kruger, Ph. D and John Kessler, School of Labor and Industrial Relations, Michigan State University.

1.4 Relationship of Job Placement to Post-Secondary Educational Placement

Generally speaking, schools have better served the needs of students looking for post-secondary educational placement than the needs of students looking for employment. This is not surprising since both teachers and counselors are themselves products of the post-secondary educational process and consequently have knowledge of the requirements and procedures necessary to gain admission to such programs. While it is true that teachers and counselors have traditionally done some job placement as well, by and large both the extent and quality of job placement services are not commensurate with educational placement services. However, these tasks are not incompatible or mutually exclusive. If the placement needs of all students are to be met, comprehensive school-based placement services would have to involve an interface among teachers, counselors and job placement coordinators, especially in the areas of information exchange and coordination of effort. In order to provide for this interface, appropriate structures should be devised at the local level.

1.5 Relationship among Job Placement Programs and other Job Placement Agencies

In addition to the efforts of individual teachers and counselors within the school community to provide placement services to students, there are programs, such as co-op programs, and programs for the disadvantaged and handicapped that are specifically charged with providing job placement to the students in those programs. In addition, there are community agencies, such as MESC, CETA, and Vocational Rehabilitation Services, that deal with the job placement needs of students. In order to establish efficient and effective comprehensive, school-based placement services for all students, it is essential that inter-program and inter-agency cooperation be planned, developed and maintained in order to minimize duplication of effort and overlap in delivery systems.

1.6 Rationale for Area Placement

Were there uniformity of need, resources, and circumstances, the task of delivering comprehensive placement services to all students would still not be an easy one. Such uniformity does not exist. If the ultimate goal of comprehensive placement services for all exiting students is to be reached, existing commonalities and diversities in both area labor markets and area school programs must be recognized and respected in any effective plan for providing school-based placement services.

Considering the complexity of differing local situations, no single plan could be effectively utilized with statewide uniformity. Therefore, the major aim of these guidelines is to present uniformity of purpose in terms of assumptions and objectives that underlie and lead toward accomplishment of the goal of comprehensive placement services. A further aim is to allow for flexibility in the plan used to reach that goal.

How the placement needs of the greatest number of people in a given area can be met most effectively and in the shortest possible time will depend on an assessment of the varied needs and resources of that area and the development of a planned, coordinated response to those needs.

The most efficient way to develop that response seems to be through area coordination of local placement effort. The choice of area coordination of local placement as the preferred route to reach the goal of comprehensive placement services for all students in the State is based in part on the success of both area and local aspects in local and State funded exemplary placement programs.

While it might seem advantageous for a highly successful local program to remain presently on its own, the wisdom of such a choice would be highly questionable as placement programs proliferate in the not too distant future. The interests of all would be best served by area coordination of planning and information from the outset. At no point is it conceived that area placement would replace or assume the operational role of local placement. Rather, area placement would provide coordination and support to assist local placement in meeting the needs of students, employers, and the community as a whole in the most effective way possible.

An area placement program would provide the following advantages to local placement programs:

1. Coordinate job development efforts so that local placement programs would be able to cover the employment market without duplication of effort and possible inconvenience to employers.

2. Coordinate exchange of information on job openings so that local placement programs would have access to a wider range of job opening information than they could generate by local effort alone.

3. Enable local placement programs to meet the needs of employers by making available a broader range of students for placement.

4. Provide assistance and support for local educational agencies in starting local placement programs.

5. Provide on-going inservice training programs that would enable an exchange and update of information on placement.

6. Provide local placement programs with current and accurate area career information that would enable students to make knowledgeable career decisions.

7. Provide placement services in the most cost-effective fashion consistent with the achievement of the objectives of the placement program.

1.7 Relationship of Area Placement to Local Placement

Under an area placement plan, the inter-relationship of the area placement office and the local placement office would include the following:

Phase I - Planning

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Assess Area Placement Needs and Resources.	Survey area in terms of: a. student population b. existing school-based placement services c. present student placement patterns d. existing community/non-educational placement services e. labor market f. projected placement needs g. available resources for placement	Input local information to area survey
2. Establish Boundaries of Placement Area.	Analyze survey data and determine area boundaries.	Assist in determination of area boundaries.
3. Plan Area/Local Placement Service Program	Develop area/local placement plans using local input.	Input to development and adoption of area/local placement plans.

Phase II - Operational

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Initiate Area Placement Service	Cooperatively determine area placement office site. Choose area placement staff	Cooperatively determine area placement office site.
2. Initiate Placement inservice Program	Conduct inservice program for area/local staff	Participate in inservice program

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
3. Select Placement Advisory Committee	Select membership of Placement Advisory Committee on basis of broad representation. Coordinate roles and responsibilities.	Recommend membership of Placement Advisory Committee Select local placement representative on Placement Advisory Committee
4. Establish Career Information System	Establish area system to collect, manage and disseminate career information. Coordinate with existing career information sources.	Input on desired career information
5. Establish a Manpower Information System	Coordinate area/local responsibilities for contacting employers and identifying job openings.	Participate in coordinated system for contacting employers and identifying job openings.
6. Establish a Job Placement System	Coordinate area/local referral system for job openings. Assist in establishing local placement services for schools not large enough to require an individual local placement office.	Identify student job interests/needs. Inform student concerning specific job openings, requirements, work conditions, wages, etc. Contact employer to arrange interview; monitor interview outcome. If not placement, refer another applicant. Reprocess initial applicant.
	Monitor referrals and placements. Redirect unfilled job openings to other local offices.	Refer job opening needs to area office. Refer unfillable job openings to area office. Inform area office of job referral outcomes.

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
7. Establish a Placement Follow-Up System		Offer immediate follow-up service to student, employer and school staff for information and job adjustment.
	Collect and maintain data on area/local referrals and placements	Collect and maintain data on local referrals and placements.

Phase III - Evaluation and Modification

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Evaluate Placement Process	Analyze and evaluate area/local follow-up data in terms of area placement profile. Evaluate all components of area/local placement process.	Input to area/local evaluation. Analyze and evaluate local follow-up data in terms of placement effectiveness.
	Convey evaluation information to appropriate programs and agencies.	
2. Modify Placement Program	Assess area placement program as evaluated.	Assess local placement program as evaluated.
	Coordinate area/local assessments.	
	Plan expansion or reduction of area program in population and/or services.	Plan expansion or reduction of local program in population and/or services.
	Redesign area program components as indicated by modification plan.	Redesign local program components as indicated by modification plan.

The primary considerations involved in determining a viable placement area would be:

1. The labor market natural to the area as indicated by existing placement patterns.
2. The number of employers in the area.
3. The number of job openings.
4. The number of educational facilities in the area.
5. The existence of local placement services.
6. The potential for the development of local placement services.
7. The number of students seeking employment.

The process of determining a specific placement area would involve:

1. Input from local educational agencies with a CEPD.
2. Input from community/non-educational placement agencies.
3. Input from other CEPDs if the area were projected as including more than one CEPD.
4. Endorsement of the definition of the area by concerned parties.

2.0 Grants for Area Placement

2.1 Funds Available

At the present time some funds are available for area placement. However, these funds will not be enough to fund sufficient area placement agencies to serve the total State at this time. Up to 10 percent of added cost funds can be utilized to support placement efforts. Federal funds, due to Federal regulations, cannot be used to replace local or State effort.

2.2 Grant Process

A process of competitive solicitation of proposals is being followed. These funds can be utilized to initiate or expand area placement services.

2.3 Number of Projects

The number of projects funded in the initial solicitation will be dependent upon the amount of funds requested in the selected proposals. Maximum levels of funding for an area will not exceed $40,000 for the area program. Not more than one grant per CEPD or combination of CEPDs will be given at this time. With existing funds, it is anticipated that approximately a dozen proposals will be able to be funded at this time.

2.4 Target Population

The initial target population in providing placement services would be secondary vocational education students. However, as the program develops other populations such as non-vocational education graduates, drop-outs, and adult students should be included.

1.8 Relationship of Area and Local Placement Offices to Local Educational Agencies

In such locations as area vocational education centers and comprehensive high schools, where the student population is large, the local placement office would probably be located within the school. In other locations, where the student population of individual schools is relatively small, the local placement office would probably be a central office serving the placement needs of two or more schools. It is quite possible that the area placement office would be housed in the same location as a local placement office, or that in a given region a local placement agency would be designated to carry out the responsibilities of an area placement agency. In such cases the distinction between the area office and the local office would be one of function rather than of separate agency. However, the distinction would be an important one to maintain because of the separate roles involved.

1.9 Implementation of Area Placement

The step presently being taken is a final test of the area placement model in a variety of circumstances. As placement services develop in schools across the State, this model will serve as a plan to coordinate those services in a way that will allow for efficient and orderly growth. The primary population served by these placement services is secondary vocational education graduates. However, as placement services are expanded to include other populations, area placement could be a key part of the coordination of that expansion.

An important determinant of success in the implementation of any plan for placement services will be the degree of interpersonal relationship provided for in the plan. While technological aids in the gathering, correlating, and dispensing of information may be extremely useful tools, they do not eliminate the need for constant interpersonal exchange among placement personnel, students, school staff, employers, advisory committee members, and the staffs of other agencies. This dimension of placement activity may not be always clearly evident in the guidelines, but is critical to the successful planning, coordination, and delivery of placement services.

1.10 Determination of a Placement Area

The determination of what constitutes a placement area will depend on the conditions of a given area. Generally speaking, such determination will be along presently existing Career Education Planning District lines. However, it is possible that two or more CEPDs could unite to provide an area placement program.

In CEPDs where population density is heavy, an effective area placement program may require the subdivision of a CEPD for area placement purposes.

2.5 Duration of Funding

Initial funding will be for a period of twelve months. Depending on the evaluation of the project during the funded period and the availability of further funds for placement, the project would be funded up to an additional 24 months.

2.6 Funding Period

The projected initial funding period is from February 1, 1975 to January 31, 1976.

2.7 Funding Levels

Federal funds at 80 percent of the approved project amount will be provided for calendar 1975. If funds are available, the State administered amount provided for the projects could be decreased annually by 25 percent and/or local effort could be increased over the two additional funding cycles. Match is a cash match of expenditures for the area center which can include local funds or State added cost funds.

2.8 Eligible Expenditures

1. Salaries, Wages and Fringe Benefits
2. Contractual Services, Supplies and Materials
3. Travel
4. Communications
5. Local Workshops and Inservice

2.9 Proposal Submission Date

Proposals will be accepted by the Michigan Department of Education, Vocational-Technical Education Service, up to 5:00 p.m., Friday, January 10, 1975.

2.10 Notification Date

Proposals will be rated according to the criteria listed in 3.3 and letters of notification of acceptance or rejection will be mailed not later than January 31, 1975.

3.0 Preparation of Your Area Placement Proposal

3.1 Purpose of the Solicitation Guidelines

The Solicitation Guidelines are intended to assist you in preparing a proposal that will enable you to present the components of your plan for area placement in as concise and objective a manner as possible. In evaluating the proposals, primary emphasis will be placed on content rather than style. Clear, accurate and concise statements are preferred to lengthy narratives.

3.2 How to Use the Solicitation Guidelines

The Introduction to the Solicitation Guidelines (Section 1.0) is intended to give you a general overview of Area Placement, how it is related to other components of the placement effort, and how it is related to the ultimate goal of comprehensive placement as a component of career education.

As stated in the Introduction, the Solicitation Guidelines aim to present uniformity of purpose in terms of a goal and the assumptions and objectives that underlie and lead toward the accomplishment of that goal. A further aim is to allow for flexibility in the plan devised by an individual area to provide its students with comprehensive placement services.

The Solicitation Guidelines are not intended to provide a ready made plan for any area. Therefore, it will be necessary to assess the placement situation in a CEPD from a variety of view points, define a viable placement area, and then plan how area placement services will be delivered to the students in that area. The information that must be available to make the determination of what constitutes a viable placement area and how the available resources of that area will be coordinated and supported to deliver comprehensive placement services to students within a given time period will be the core of the plan laid out by you in making your proposal for a grant at this time for area placement. Therefore, the following steps are recommended in gathering the information necessary to put together your proposal:

1. Upon receipt of these guidelines, make an initial projection of what could constitute a placement area for your CEPD.
2. Establish contact with other CEPDs if your initial projection would include more than your own CEPD.
3. Establish contact with LEA representatives within the projected area and gather necessary local input on determination of the area.
4. Obtain information on the number of area students seeking employment and the placement pattern of area students.
5. Obtain information on area labor market.
6. Obtain LEA and CEPD council endorsement of placement service area.

7. In conjunction with representatives of local educational agencies, including existing local placement services, (school graduate placement programs, Co-op, Disadvantaged, Special Education and Vocational Rehabilitation programs) and existing community placement services, establish area placement goals as well as plans and timelines to achieve those goals.

8. Obtain commitment from existing placement services to participate in area placement plan.

9. Request CEPD council approval for area placement plan.

10. Within the proposal framework indicated in the Table of Contents of the Proposal, set forth your definition of a placement area and your plan to provide comprehensive placement designation services to the students of your area.

3.3 Selection Criteria for Rating Proposals

A. Determination of Placement Area

The described area is viable in terms of an area placement program as shown by:

1. Demonstrated need for placement services
2. Rationale for Placement Area
3. Extent of local input in determination of area
4. Extent of local school-based placement program participation in area placement program
5. Extent of community non-educational placement program participation in area placement program
6. Extent to which student placement patterns within and without the defined area are explained
7. Employment potential of the area

B. Area Placement Plan

The proposed plan for area placement meets the following standards:

1. The overall plan provides for harmonious interaction among area and local placement components (including community/non-educational placement agencies) and is consistent with the program objectives.
2. The plan was developed with a high degree of local input.
3. The proposed area placement staff is adequate to achieve the program objectives in terms of number of staff members and time commitment.
4. The area placement office is housed in a site with adequate facilities and convenient access.
5. The proposed inservice program is appropriate for meeting objectives of the program.

6. The Placement Advisory Committee membership exhibits a sufficiently broad range of representation and has been designated clearly defined roles and responsibilities in accomplishing the objectives of the program.
7. The plan provides for systematic and coordinated collection, management and dissemination of career information adequate to meet area needs.
8. The plan provides for systematic and coordinated job development and sharing of manpower information among cooperating programs and agencies.
9. The plan provides for a referral system that coordinates the efforts of area and local programs meeting the placement objectives of the program.
10. Provision is made in the plan for both informal and formal follow-up on referrals and placements and appropriate dissemination of such information.
11. The plan includes adequate provision for evaluation of the placement process based on analysis of follow-up data.
12. The plan includes adequate provision for modification of the placement process based on evaluation of the process.

C. Timelines for Implementation of Area Placement Plan

The proposed timeline is consistent with the sequence of objectives in the plan and the accomplishment of the program goals.

D. Evidence of Involvement in Area Placement

The evidence provided gives adequate assurance that appropriate educational/non-educational agencies within the area accept the area placement plan and will cooperatively participate in the plan.

E. Evidence of Commitment to Continuing Effort

The evidence provided demonstrates a commitment to a continuing effort. A resolution of support by the CEPD council or local districts or a statement of intent to continue beyond the duration of the supplementary funding is desirable.

A SUGGESTED QUESTIONNAIRE FOR CARRYING OUT A FOLLOW-UP STUDY OF FORMER VOCATIONAL EDUCATION STUDENTS

Attention former students: Read all of the questions below before answering any. Place a check mark ONLY IN THE BLANKS WHICH DESCRIBE YOUR PRESENT SITUATION.

1. I am in or am going immediately into the Armed Forces ________
2. I am enrolled in school full-time ________
3. I am not in school and I am not employed ________
4. I am employed full-time in the occupation for which I was trained in vocational education ________
5. I am enployed full-time in an occupation related to my vocational education training ________
6. I am employed full-time in an occupation not related to my vocational training ________
7. I am employed part-time for wages ________
8. I am unemployed but I am looking for employment ________
9. I left school before completing my vocational education training but am now employed in an occupation related to the training I had ________

APPENDIX I

MICHIGAN DEPARTMENT OF EDUCATION
Special Education Services
Lansing, Michigan

MEMORANDUM

TO: Superintendents of Schools, C.E.P.D. and Special Education Directors

FROM: Murray O. Batten

DATE: October 21, 1974

SUBJECT: Inclusion of Handicapped Persons into Comprehensive Area Career Placement Services

This memo is to support the concept for the inclusion of handicapped persons in the population to be considered for services under the Area Career Placement Services according to the area plans, submitted to Vocational-Technical Education Service, Michigan Department of Education, i.e.: "Solicitation Guidelines for Area Placement Services for Secondary Students."

Please keep in mind that the delivery of placement services to the handicapped must be in accordance with the "State Special Education Code," the "Guidelines for Special Education Programs and Services in Michigan," and the supportive document, "Educational Services to the Handicapped Under the Provisions of the Mandatory Special Education Legislation," as developed cooperatively by Vocational Education, Special Education, and Vocational Rehabilitation Services, Michigan Department of Education.

Special education reimbursed personnel are urged to cooperate and participate in job development activities which will lead to a central registry or job bank for all students so long as:

1. Job development activities are incidental to the regular special education assignment.
2. Special education staff provide direct service (job placement, supervision, etc.) only to special education eligible students.

MOB:mf

IMPLEMENTATION RESOURCES
FOR
COMMUNITY PUBLIC RELATIONS

This section of the Guide is intended to provide resource information regarding the suggested advisory committee function of "Community Public Relations." It includes:

1. Sample News Release

Resources for this section of the Guide were contributed by:

Arizona State Department of Vocational Education
Phoenix, Arizona

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 4, pp A-37--A-45. In addition, Exercise 4 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

SAMPLE NEWS RELEASE

Contact: NEWS MEDIA

(Indicate FOR MEDIATE RELEASE OR DATE OF RELEASE)

VOCATIONAL PROGRAM GETS GO-AHEAD

(Name), the Vocational Education Advisory Committee Chairman at (School), conducted the monthly meeting of the school year on (date).

Eighteen of the twenty regular members representing the industries of (town or city) were present.

It has been agreed that a Vocational Education program be initiated in the fall. Both the school administrators and committee members unanimously agreed that there is an outlet for students through this program, and industry will counsel in the curriculum construction and help in the placement after graduation.

(Name), State Superintendent of Public Instruction, and (Name), the State Director of Vocational Education, agreed to give their full support to assure successful organization and operation of this program.

IMPLEMENTATION RESOURCES
FOR
EQUIPMENT AND FACILITIES

In order to provide resource materials for the advisory committee function dealing with "Equipment and Facilities" the following information has been included in this section:

1. Vocational and Technical Education Service Definition of Instructional Equipment
2. Vocational and Technical Education Service Procedure for acquisition of equipment for Secondary and Post-Secondary Programs
3. Vocational and Technical Education Service Guidelines for Occupational Facilities
4. Planning Occupational Facilities

Resources from this section were extracted from:

Administrative Guide for Vocational and Technical Education, 1974-1975
Michigan Department of Education
Lansing, Michigan

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 5, pp A-47--A-55. In addition, Exercise 5 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

INSTRUCTIONAL EQUIPMENT

1. Definition

a. An equipment item is a movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, kit or a set of articles which meets all of the following conditions:

   (1) It retains its original shape and appearance with use.

   (2) It is non-expendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit.

   (3) It represents an investment of money which makes it feasible and advisable to capitalize the item.

   (4) It does not lose its identity through incorporation into a different or more complex unit or substance.

b. "Instructional Equipment" - Equipment used for instruction in vocational programs by teachers and/or students.

c. "Unit" - A piece or complex of apparatus used to perform a particular function. Components needed to operate such units may be included in the unit description.

d. "Kit or Set" - A number of parts of the same kind that belong together or are used together. A kit or set of equipment to qualify for funding must be ordered from the same supplier, identifiable by catalog or catalog number.

2. Acquisition of Equipment

Federal and/or state funds may be used to acquire equipment needed for approved vocational education programs. The acquisition of such equipment must be in accordance with the bid-letting policies and procedures established by the governing body of the local educational agency. Only those items of equipment approved and purchased during the fiscal year for which application is effective, will be eligible for reimbursement with Vocational Education funds.

a. General Criteria:

   (1) Equipment applications will be judged according to general reimbursement criteria outlined under the basic grant of the Vocational Education Amendments of 1968 and the priorities as established in Section B of the Guide.

(2) Minimum/Maximum lists of eligible equipment have been developed by VTES in consultation with local advisory groups. These lists are available at your educational agency and may be included in Section "N" as a supplement, thereby having complete information on equipment in a single reference source.

b. Specific Criteria for Determining Equipment Eligibility:

(1) Equipment will be funded on a 50% federal and 50% local match basis. Other federal or state sources of funds such as Upper Great Lakes may decrease local match requirements.

(2) The vocational education instructional program for which equipment is being requested is approved.

(3) Minimum cost of $50 per unit.

(4) Items of equipment are directly related to objectives of the program.

(5) Matching funds are available or on hand at time equipment is encumbered.

(6) The vocational education program in which the equipment is used will be in operation and equivalent to a full-time vocational technical teacher load for that local educational agency. This time usage factor criterion does not apply to programs for persons with special needs.

(7) The application for equipment will establish a date when new equipment will be in use. If not in use by this date, the Vocational-Technical Education Service will be promptly notified as to the reason or reasons for the delay.

(8) Cost of installation, freight and handling will be eligible for funding provided such costs are included in the unit price and billed or invoiced by the manufacturer or supplier.

(9) Only kits and sets that are identified by catalog name and number which are over $50 in cost will be approvable.

(10) Ineligible regular instructional equipment items which will not be reimbursed from federal funds include these items:

(a) Movie projectors, movie screens, projectors including the software materials such as tapes, filmstrips and transparencies, and standard (non-electric) typewriters.

*(b) File cabinets, teachers desks and chairs, and general storage cabinets.

*Specialized classroom furniture, specialized storage cabinets unique to the equipping of the laboratory and audio-tutorial equipment is eligible, such as secretarial desks, drafting tables and film storage cabinets.

*(c) General purpose classroom equipment.

(d) Supply items - any supply item as classified in Bulletin 1022, "Financial Accounting for Michigan School Districts" is ineligible as an equipment item.

(11) Accessories to basic equipment can be included in unit cost price provided that the unit can be identified by a catalog name and number and is normally sold in this manner.

c. Rental or Lease of Equipment:

(1) In certain instances, it may be more efficient or expedient to rent or lease rather than purchase equipment. Rentals or leases must satisfy the same criteria as are required for purchased equipment. The rental or lease of equipment from educational agencies is prohibited. Flat rate service contracts on rented or leased equipment will be considered as part of the rental or lease fee.

(2) Any educational agency requesting equipment rental or lease must present to the Vocational-Technical Education Service a rationale which thoroughly justifies the decision to rent or lease rather than purchase.

(3) Lease/purchase of equipment will be considered and will be judged on the merits as indicated from the justification submitted to the Department.

(4) Approved and reimbursed lease agreements must be resubmitted to the Vocational-Technical Education Service annually. Approval for one fiscal year does not constitute a commitment for more than one year.

d. Inventories:

The agency must maintain an inventory of all equipment in which there is a state or federal interest. Items shall be maintained in inventory until their disposition.

3. Disposition of Equipment

a. Equipment Sold or No Longer Used:

Whenever items of equipment, each initially costing $200 or more per unit, in which the federal government has participated, are sold or no longer used for the purpose permitted under "The Act", the federal government shall be credited with its proportionate share of the value of such equipment at that time, the value being determined on the basis of the sale price in the case of a bona fide sale or on the fair market price.

*Specialized classroom furniture, specialized storage cabinets unique to the equipping of the laboratory and audio-tutorial equipment is eligible, such as secretarial desks, drafting tables and film storage cabinets.

b. Trade-In Equipment Procedure:

Items of equipment previously approved, funded and appearing on equipment inventory may be used as trade-ins on additional, new and approved equipment purchases. In such cases, the traded-in equipment must clearly be identified and the amount of credit for the trade-in must be recorded on proper vocational education equipment inventory record forms.

c. Stolen or Broken Items of Equipment:

It shall be the responsibility of the local board of education or board of trustees to replace any stolen or broken items that have been reimbursed by vocational education funds.

d. Transfer of Equipment:

Items of equipment which have been reimbursed by vocational education funds may not be transferred to other education programs or buildings without prior approval from the Vocational-Technical Education Service. However, transfer of equipment from one site to another for the purpose of maximizing facilities and to avoid duplication of programming is encouraged.

e. Maintenance and Repair of Reimbursed Equipment:

Maintenance and repair of reimbursed equipment must be paid by the local educational agency.

4. Procedure for Applying for Instructional Equipment

Programs for which instructional equipment is requested for 1975-76 will be based upon established lists developed by the Vocational-Technical Education Service in cooperation with local advisory groups. These equipment lists specify:

Minimum-maximum dollar cost per program, and

Equipment items appropriate for the vocational-technical programs offered.

The following timelines and procedures apply with regard to the purchase of instructional equipment.

a. Secondary Programs

The items of equipment identified by program on the equipment list are considered as eligible for approval by the Vocational-Technical Education Service.

Any item of equipment not identified on the list, but which the local advisory committee deems critical for the operation of the program, may be requested and should be listed on the VE-4001 application form. An item eligibility determination will be made by the Vocational-Technical Education Service.

A local education agency may request more units of any quantity of an item on the list, provided that such a request is listed on the VE 4001 application form. An item eligibility determination will be made by the Vocational-Technical Education Service.

The items referred to above will not result in an increase of the original approval amount.

A local education agency may request less of any quantity of an item on the list based upon local situations.

NOTE: Equipment items encumbered (issue purchase orders) before July 1, 1975 are ineligible for reimbursement in 1975-76.

b. Community College Programs

Items not identified on the lists and which the community college deems appropriate to achieve the program objectives may be requested and should be listed on the form. An item eligibility determination will be made by the Vocational-Technical Education Service. The Instructional Equipment Section states the criteria applicable to all items for which reimbursement is requested.

New Programs

The application for Occupational Education equipment (form VE 4185 - Part 3) of the New Occupational Programs for 1975-76 School Year (Part 2) is to be filed with the Vocational-Technical Education Service by August, 1974 (Dr. Addison S. Hobbs' letter dated May 25th).

New program applications and equipment requests are reviewed by the Vocational-Technical Education Service. Following the review, recommendations are presented to the State Board for Public Community and Junior Colleges and the State Board of Education.

Community colleges will be notified of the action taken by the State Board of Education.

On-Going Programs

In March of 1975, community colleges will be notified as to the amount of federal vocational education funds available to purchase instructional equipment.

Colleges shall notify the Vocational-Technical Education Service of its commitment to match the grant by April of 1975.

Grant requests will be acted upon by the State Board for Public Community and Junior Colleges and the State Board of Education in June of 1975.

The colleges will be notified as to the action taken by the State Board of Education.

NOTE: Equipment items encumbered (issue purchase order) before July 1, 1974 are ineligible for reimbursement in 1975-76.

OCCUPATIONAL EDUCATION FACILITIES

The Michigan Department of Education, Vocational-Technical Education Service provides consultant assistance to local educational agencies that are developing new or expanded occupational education facilities. This consultant assistance is available during all phases of planning including: determination of program offerings, development of educational specifications, and reviewing schematic, preliminary, and final drawings.

1. Factors to Consider In Development Facilities

   The following points should be considered when occupational education facilities are being developed:

   a. Facilities should be designed according to the objectives of the local program, number of students to be served, existing facilities, and community needs.

   b. Facilities should provide the best educational environment possible for the program of instruction.

   c. Facilities should be equipped to provide students with experiences that are applicable to the occupational area.

   d. Facilities should be flexible, functional and provide for foreseeable needs of the area.

   e. Facility design should consider adequate exchange of air, heating, lighting, equipment arrangement, storage, safety and needs of handicapped persons.

   f. Facilities should be located for easy access.

   g. All entrances, approaches, doorways, etc., must provide for the handicapped person.

2. Publications To Assist In Planning

   a. "Guidelines for Planning Occupational Education Facilities" (Bulletin 412 Supplement)

   b. "School Plant Planning Handbook", (Bulletin 412)

   c. "Making Facilities Accessible for the Physically Handicapped", (P.A. NO. 1, 1966)

d. "Handbook for Educational Agencies Constructing Area Vocational-Technical Education Facilities Under the Vocational Education Act of 1963", Parts I and II, 1968.

In addition, publications which will provide supplementary information are available from the agencies listed below.

From the Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210:

a. "A Guide for Planning Facilities for Occupational Preparation Programs In Automotive Service".

b. "A Guide for Planning Facilities for Occupational Preparation Programs In Laboratory Animal Science Technology".

c. "A Guide for Planning Facilities for Occupational Preparation Programs In Data Processing".

d. "A Guide for Planning Facilities for Home Economics Occupational Preparation Programs".

e. "A Guide for Planning Facilities for Occupational Preparation In the Machine Trade".

From Michigan Department of Education, Vocational-Technical Education Service, P.O. Box 928, Lansing, Michigan 48904:

a. "Industrial Education Facilities".

b. "Planning Together for Better School Buildings".

c. "Suggested Physical Facilities for Teaching Floriculture, Landscape Gardening, Nursery Production and Related Occupations".

d. "Suggestions for the Development of Rooms and Facilities for Vocational Agriculture".

From addresses as indicated.

a. The American Institute of Architects, "Your Building and Your Architect", Washington, D.C.

b. Lenawee Area Vocational-Technical Education Center, "Educational and Architectural Considerations", Lenawee Intermediate School District, Adrian, Michigan.

c. Flint Community Schools, "Educational Specifications", Flint, Michigan 48507, 1966.

d. Iowa Department of Public Instruction, "Area Community College, Area Vocational School Construction Guide", Des Moines, Iowa 1966.

e. New Jersey Department of Education, "Planning Guides for Vocational and Technical Education Facilities", Trenton, New Jersey 1969.

f. Pennsylvania Department of Public Instruction, "Building Facilities", Harrisburg, Pennsylvania 1966.

g. Wisconsin Board of Vocational, Technical and Adult Education, "Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education", Madison, Wisconsin.

PLANNING OCCUPATIONAL EDUCATION FACILITIES

Supplement To
School Plant Planning Handbook
Bulletin 412 (Rev.)
October, 1973

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FORWARD

This document is designed as a supplement to the "School Plant Planning Handbook, Bulletin #412", published by the Michigan Department of Education. Its primary purpose is to provide resources in the form of rules of thumb for those actively involved in the planning of facilities which are to house occupational education programs. The data in these guidelines are the result of a review and synthesis of existing construction guides established by those states who are actively providing occupational education. They should not be interpreted as absolute, but merely an attempt to fill a void which seems to exist between those who develop the educational specifications and those responsible for providing the graphic solutions.

DEFINITIONS *

Acoustical Clouds

Panels designed to absorb and/or redirect sound. These panels are suspended below the surface of the ceiling and may be slightly inclined to improve their effectiveness.

Ancillary Space

Any space within the facility which is devoted to activities other than instructional activities, e.g. general storage, hallways, rest rooms, mechanical space, etc. NOTE: Laboratory storage is not to be considered ancillary space.

Building Systems **

An assembly of building sub-systems and components, and the rules for putting them together in a building. Normally, these components are mass-produced and used for specific generic projects in a construction program.

Closed Building System **

A building system whose sub-systems are restricted to that one building system. It is produced through a single manufacturer or a commercial association of manufacturers or through bidding conditions requiring that sub-systems be compatible with only one manufacturer's sub-system at each interface.

Compatibility **

The ability to integrate two or more different building sub-systems (e.g., structure and air-conditioning) at their interfaces.

Industrialized Building System **

A building system organized to convert raw materials by capital-intensive activities such as mechanization and automation. Non-industrialized building is a labor-intensive activity.

* Some of the terms defined are not used in the immediate text, however, they are popular in the profession and have, therefore, been included to further facilitate communication.

** Griffin, C.W., Jr., Systems: An Approach to School Construction, 1st ed. Library of Congress, 1971.

Instructional Area

Classroom - An area specifically designed for lecture/discussion purposes.

Extra Heavy Laboratory - An area similar in nature to an automotive laboratory, diesel laboratory, or farm and industrial equipment laboratory, in that the live models with which the students work (cars, trucks, tractors, etc.) demand large spaces and the physical circulation of both student and equipment is heavy.

Heavy Laboratory - An area similar in nature to a machine shop or commercial foods in that the equipment is relatively heavy (lathes, milling machines, kitchen equipment, etc.) and the physical circulation is heavy.

Light Laboratory - An area similar to a drafting room, or simulated office in which the equipment is light (desks, drawing tables, thermal, etc.) and the physical circulation is generally held at a minimum.

Medium Laboratory - An area similar to a health occupations laboratory, a distributive education laboratory, or possibly a welding laboratory, in which the physical circulation is heavy, but the equipment requirements remain relatively light (or equipment is heavy and physical circulation is light).

Interface **

A common boundary, or connection between two sub-systems, e.g., bolted clamps anchoring relocatable partitions to lighting coffer frames at the ceiling plane.

Module **

A basic dimensional unit, normally set by the size of the lighting coffer, ceiling panel, structural unit, or other basic sub-system. Room dimensions are usually multiples of the module, and the module itself, may be a multiple of some small spatial dimension needed to accommodate some building components, e.g., lockers.

Open Building System **

A building system whose sub-systems are interchangeable with other sub-systems. Open systems are usually produced in response to bidding conditions requiring each sub-system to be compatible with two or more sub-systems at each interface (thus assuring virtually universal interchangeability).

** Griffin, C.W., Jr., Systems: An Approach to School Construction, 1st ed. Library of Congress, 1971.

Performance Criteria **

Technical requirements for sub-systems specifying what they must do instead of what they must look like or be made of, e.g., that they must meet certain standards of strength, fire resistance, durability, insulating quality. Performance bidding is one way of retaining maximum freedom for bidders to select materials and fabrication and installation methods.

Sending End

The sending or source end of a classroom is the end most commonly used by the instructor when presenting a lecture.

Sub-System **

Part of a building system defined for a specific function, and comprising components and materials needed to fulfill that function, e.g., the air-conditioning sub-system and its chillers, fans, pumps, ducts, temperature and humidity controls, etc.

Systems Building **

A process for building construction, featuring (1) study of user requirements, (2) establishment of performance criteria, (3) integration of sub-systems into a coordinated whole, and (4) testing (or certification) of sub-systems.

User Requirements **

Stated criteria, sometimes in technical terms, designed to satisfy teachers' and students' needs. For example the general user requirements of a comfortable thermal environment may be translated into specific user requirements, e.g., 72° F temperature, with a tolerance of 2° F, when outside temperature exceeds 90° F. This user requirement would later be incorporated into the performance criteria of the air-conditioning sub-system.

** Griffin, C.W., Jr., Systems: An Approach to School Construction, 1st ed. Library of Congress, 1971.

GENERAL DESIGN CONSIDERATIONS

The housing of occupational education programs is the prime function of an occupational education facility. It is important, therefore, that all of the program offerings be developed in depth prior to initiating the design of the facility. This will insure a building which will complement and not compromise the activities which take place within it.

There is an old cliche', "Simplicity is the essence of good design." This is particularly true in the design of occupational education facilities. An attempt should be made to maintain clean, simple lines without sacrificing the aesthetic quality of the structure. Extremes in buildings which, on one hand incorporate a high degree of ornamentation, and on the other tend to become very spartan in appearance should be avoided. The facility should be designed to blend with its surroundings.

PROVISIONS FOR THE DISADVANTAGED AND PHYSICALLY AND/OR MENTALLY HANDICAPPED

The design of the facility must be such that it promotes disadvantaged and physically and/or mentally handicapped into the main stream of occupational education. (Refer to Public Act I of 1966, "Making Facilities Accessible for the Physically Handicapped.") This document is available upon request from the State of Michigan, Department of Education, Office of the Supervisor of School Organization and Plant Planning Program and the State Building Division. In addition to the information contained in this document, the following provisions should be considered.

1. Provide access for the handicapped at the primary entrance of the facility.

2. Provision for one automatic door opener at a primary entrance of the facility (manually operable also).
3. Provision for parking for the physically handicapped which is located within fifty feet of the primary entrance.

CONSTRUCTION SYSTEMS

One of the primary efforts in the construction of occupational education facilities should be the improvement of the quality-cost ratio. In the past, labor-intensive, bricks and mortar, non-industrialized approaches to construction have commonly been employed. However, as we consider today's economic climate, it becomes apparent that a streamlining of the process is essential.

There are two approaches which should be explored, building systems, and system building. These may be employed individually or in concert.

In situations in which building systems are employed, the owner should be aware of the fact that there are both open building systems and closed building systems. And, that while on the surface the closed system seems logically to be the most economical, the built-in flexibility which is inherent in the open building systems, in many cases negates this line of reasoning.

Regardless of the approach which is taken, provision must be made for expansion. Some of the facilities will be constructed in stages, others will require additions due to the increase in student population. Initial units should, therefore, be designed within the guidelines of a carefully defined long-range plan.

Some general rules for expandibility are:

a. The mechanical systems should be designed to adapt to future plans.

b. Access to heating lines, water lines, electrical service, clocks, air-conditioning, and public address systems should be provided for future expansion.

c. Corridors should be planned to permit other units to be added.

d. Consideration should be given to the availability of materials used in the initial construction for future expansion.

SPACE ALLOCATION

The following "ranges" for instructional areas should be considered "rules of thumb", for determining square footage requirements for the instructional areas which are to be housed in the proposed facility.

SQUARE FOOT RANGES FOR INSTRUCTIONAL AREAS ON A PER STUDENT BASIS

TYPE OF INSTRUCTIONAL AREA *	SQ. FT./STUDENT RANGE (INCLUDING STORAGE)		
	MINIMUM		OPTIMUM
Classroom	25	to	30
Light Laboratory	50	to	65
Medium Laboratory	80	to	100
Heavy Laboratory	130	to	150
Extra Heavy Laboratory	180	to	200

NOTE: As an initial estimate of the total square footage of the project, the following formula can be used: Maximum single shift enrollment X 170 square feet.

* See Definitions.

Circulation:

The area assigned to circulation, (corridors, lobbies, etc.) may range from 7% to 12% of the total square footage of the structure. (In all cases, circulation should be held to an absolute minimum.)

Ancillary Space (Excluding Circulation):

The area assigned to ancillary space should range from 10% to 15% of the total square footage of the structure.

Offices:

Offices are of two basic types, general and administrative. Their number and location will vary greatly depending upon the philosophy upon which the facility is developed. For example, in some situations it may be desirable to group the general offices for staff in an area close to the administrative offices while in other situations the general offices may be scattered throughout the building or even non-existent. The primary factor that will affect the size and number of offices within a facility is that the space allotted must be included as part of the 10% to 15% of the total square footage of the structure which is identified as ancillary space. As a general rule, 100 square feet per general office, and 150 square feet per administrative office is adequate.

Recommended Ceiling Height:

To reduce construction costs variations in roof height should be held to a minimum. Ceiling heights, on the other hand, will vary with the laboratory. Generally, classrooms, offices, and those laboratories which are classified as light and medium will require 9' - 0" ceilings. The heavy laboratories, depending on their function, may require 9' - 0" or 12' - 0" ceilings, while the extra heavy will nearly always require 16' - 0" ceilings. (NOTE: Minimum ceiling in any facility should be 9' - 0".)

Laboratory Storage:

Storage requirements will vary from laboratory to laboratory, however, it can usually be broken down into four basic types:

1. Wall and Base Cabinets
2. Bench Storage
3. Portable Storage Cabinets
4. Storage Room

Since 1, 2, and 3 normally fall under the category of special equipment and are not, therefore, part of the construction package, this document is primarily concerned with the storage room.

Storage Room:

Whenever possible, the storage room should be located in such a manner that it does not interrupt the flow of traffic or create projections in the laboratory which will impair the utility of the space. (Preferably this room should be rectangular in shape.) Storage room partitions should be of material which is appropriate for the specific laboratory. For example, expanded metal and frame partitions would be applicable for machine shop requirements or a distributive education storage area. Still, another option would be light weight masonry block which might serve both areas equally well.

As a basic rule of thumb, the space allotted to storage within a specific laboratory should range from 10% to 15% of the total square footage of that laboratory. NOTE: THE ABOVE MENTIONED IS SUBJECT TO THE APPROVAL OF THE STATE FIRE MARSHAL.

Storage of Volatile Materials:

Storage rooms which are provided for dangerous chemicals or flammable liquids must be constructed of materials which will provide a one hour fire rating and be equipped with self-closing "B" label doors at all openings onto corridors or places of public assembly. In addition, the room should be vented to the outside and have a blow out door or a blow out wall. Flammable storage regulations require perimeter drain. NOTE: THE ABOVE MENTIONED IS SUBJECT TO THE APPROVAL OF THE STATE FIRE MARSHAL.

LEARNING ENVIRONMENT

School facilities, just as any other instructional aid, must be designed with the student's physiological and psychological needs in mind. It is important to note that the needs do not change as he moves from the English classroom to the automotive laboratory. As the state of the art increases in sophistication, it becomes more apparent that the learning environment is a prime consideration in the design of school facilities. The following are factors which must be considered:

1. Acoustical Design
2. Illumination
3. Atmospheric Control
4. Color Dynamics

ACOUSTICAL DESIGN CONSIDERATIONS

As the design of educational facilities moves toward the "open planning" concept, sound control becomes increasingly important. There are three primary surfaces, (1) ceilings, (2) walls, and (3) floors, which must be considered.

Ceilings:

Ceiling systems in the light to medium laboratories offer little or no problem. Acoustical tile and ceiling systems are available with a wide range of absorption coefficients. These are usually installed by one or two methods, either by suspending a grid or surface mounting.

In the heavier laboratories, however, ceiling materials do tend to present a problem. Three possible approaches which might be taken are: (1) the use of acoustical decking, (2) the use of acoustical clouds which are suspended from structure, or (3) the use of a combination of both acoustical decking and acoustical clouds.

Regardless of the approach taken, a minimum ceiling absorption of 60%, and preferably 75% should be maintained in all areas. (Office, classrooms, light laboratories, medium laboratories, heavy laboratories and extra heavy laboratories.)

Walls:

When selecting interior wall finishes, smooth hard surfaces should be avoided. The exception to this would be the sending or source end of a classroom.

One of the least expensive and most efficient (acoustically speaking) materials which can be used in the construction of walls, is light weight masonry block. Some other approaches which can be taken to increase sound control, are wall mounted acoustical panels, heavy gathered draperies and wall mounted carpet, depending upon the area and the degree of flexibility desired.

Floors:

Last but not least, probably the most effective means of sound control is acoustical floor covering (carpet). This tends to control the sound closest to its source. It is recommended that this type of acoustical treatment be employed in any area to which lends itself, especially the classroom, office, light and medium laboratories which have built-in capabilities for flexibility. (NOTE: Additional considerations may be necessary to control static electricity in some laboratory situations.)

The following are some acoustical do's and don't's, as presented by Daniel S. Briggs, Vincent G. Kling and Associates, Philadelphia, Pennsylvania, and Lyle F. Yerges, Consulting Engineer, Downers Grove, Illinois in the sixth edition of Arhictectural Graphic Standards.

CONSIDERATIONS FOR THE ACOUSTICAL DESIGN OF SPACES

DO'S	DON'T'S
1. Do use absorptive materials on surfaces which might otherwise cause objectionable reflections.	1. Don't assume that acoustical design means covering the entire ceiling with acoustical tile.
2. Do use diffuse, convex surfaces designed to distribute sound to listening areas.	2. Don't use "pure" geometric shapes. Concave, circular, or elliptical surfaces, cubical rooms, etc. require special consideration.
3. Do keep the "sending" or source end of a room hard and reflective.	3. Don't surround the acoustical "source" with absorbent materials.
4. Do maintain the integrity of walls and enclosing surfaces, seal all holes and openings.	4. Don't penetrate or pierce walls, floors, or enclosing partitions unless absolutely necessary.
5. Do consider the mechanical and electrical equipment as an integral part of the building's acoustical design.	5. Don't ignore the mechanical and electrical systems; they not only generate noise, but they provide "leaks" and paths for sound transmission.
6. Do use qualified professional advice on any space with acoustically critical requirements.	6. Don't assume that sound control is some form of applied "treatment" or hardware accessory.
7. Do avoid noise problems by choosing quiet equipment, acoustically adequate constructions, choose all materials for their acoustical properties as well as for their other characteristics.	7. Don't choose equipment based upon initial cost alone, assuming that problems which may arise can be cheaply corrected later with acoustical materials.

ILLUMINATION

Visual comfort and efficiency are achieved where the total environment has been conditioned and balanced. In other words, a consistently high level of light should be avoided since this tends to create a sterile hospital like environment. By varying the light levels, an environment which is not only physiologically adequate, but also psychologically pleasing can be achieved. Lighting fixtures should not produce a surface brightness on the fixture or the ceiling that exceeds ten times the tasks brightness. In no case should a bare bulb be visible. All areas should have lighting fixtures sufficient to provide and maintain a minimum amount of footcandle lighting evenly distributed at the working surface level. (NOTE: The efficiency of lighting systems will be affected by the color of the floor, ceiling and walls.)

The following are minimum levels of illumination for various tasks as recommended by the Illumination Engineering Society:

Illumination Recommendations Based on I.E.S.

Footcandles:

1.5 -- Parking

5 -- Parking - TV Viewing - Construction

10 -- Storage - Rough Stock - Receiving

20 -- Lobbies - Auditorium - Corridor - Stairway - Dining

30 -- Lavatories - Corridors - Conference Rooms - Casual Desk Work - Cafeterias

50 -- Classrooms - Stores - Reading Rooms - Testing - Inspection - Rough Assembly

70 -- Proof Reading - General Assembly - Testing - Inspection

100 -- Drafting - General Assembly - Testing - Inspection - Counter Displays

150 -- Fine Drafting - Fine Assembly - Testing - Inspection - Display Lighting Sewing - Severe and Prolonged Seeing Tasks - Medium Severe Office Tasks

200 -- Fine Drafting - Extra Fine Assembly - Testing - Severe Office Tasks - Sewing

500 -- Color Identification - Minor Surgery - Special Inspection - Testing Very Severe and Prolonged Visual Tasks

NOTE: Task brightness is based on foot lamberts which, in turn, is derived from footcandles multiplied by the reflective factor of the working surface.

ATMOSPHERIC CONTROL

Thermal environment is gaining recognition as a factor in learning, just as acoustics and lighting have. No longer are the heating, ventilating, and air-conditioning systems considered only in light of maintaining healthful conditions, but also as an environmental component which is necessary to provide for an optimal learning situation. This requires that interior atmospheric conditions be controlled within relatively close tolerances. Research indicates that the temperature should range from 70-74° F in classrooms and light laboratories and 68-70° F in the medium, heavy, and extra heavy laboratories. The relative humidity should range from 40-60% and the lineal movement of air should range from 20-40 fpm (feet per minute). These tolerances should be maintained throughout the facility (all laboratories included).

Special Ventilation:

Various areas in the facility create special ventilating problems. Spaces with large numbers of people assembled should have ample ventilation and provide at least one and one-half cfm (cubic feet per minute) per square foot, if air-conditioned, and at least 15 cfm per person and at least 2 cfm per square foot using outside air and mechanical ventilating system.

Toilet rooms, food laboratories, kitchens, and other spaces generating odors should have positive exhaust ventilating facilities.

Fume hoods in laboratories should have non-corrosive ducts and have a positive exhaust control.

Drying rooms in the vocational shops should be provided with separate mechanical ventilators.

Ventilation:

a. Mechanical power exhaust ventilation should be installed in all shop facilities in which dust, gases, fumes, or odors might be produced in sufficient quantity as to be deemed to be prejudicial to the health and well being of occupants.

b. A built-in mechanical exhaust system must be provided for each internal combustion engine, heat treating furnace, spray painting booth, and the outboard motor test tank.

c. Welding areas should be equipped with a mechanical exhaust system specifically designed for such a purpose.

d. Exhaust collecting hoods should be a minimum of 7' - 6" above finished floor.

e. Mechanical dust and chip collecting systems are highly recommended for the woodworking area.

f. Consideration should be given to cleaning and recycling tempered air in industrial laboratories.

NOTE: All information on pages 11-16 was directly taken from:

Considerations for Laboratory Planning, by Dr. George Mehallis

SERVICE SYSTEMS

Electrical:

As teaching techniques increase in sophistication, electrical installations become more complex and increasingly important. The following is a check list of electrical considerations:

a. All laboratory facilities should be serviced with at least three-phase, four wire, 208-220 volt service. Some new installations carry 480 volts.

b. All motors, one-half horsepower or more, should be three-phase and conform to the Fire Underwriters and N.E.M.A. codes (National Electric Manufacturer's Association).

c. Emergency cut-off switches preferably with the mushroom type push buttons, and properly labeled, are required for safety and should be strategically located on each wall of the laboratory so that the instructor will always be with reasonable proximity of such a switch when the class is in session.

d. Power controls should be centralized on a flush mounted, locked master control panel with a "Power On" pilot light and should be located near the entrance door inside the laboratory.

e. For greater flexibility, additional grounded type wall outlets should be provided on approximately 10' - 0" centers along the wall of the laboratory. Location of equipment in the laboratory should be planned in advance to enable the architect to establish the necessary outlets and emergency switches which must be included in the preliminary drawings. NOTE: "Power poles" can add much to the flexibility of some laboratories.

f. In all laboratory or laboratories, every portable and stationary electrically operated device or motor such as a grinder, heating oven, portable hand and stand lamps, should have its framework effectively grounded. All portable electric tools and machinery should be equipped with ground connector plugs to fit grounded receptacles in conformity with national safety regulations. NOTE: The use of busduct is recommended for power distribution in heavy shops.

g. Individual pieces of motorized electrical equipment, except portable hand tools, should be controlled by a magnetic type switch or other similar arrangement whereby each piece of equipment must be manually reactivated after current interruption.

h. It is necessary that the power requirements, floor area and weight of all equipment and machinery be obtained from manufacturer's catalogs and given to the architect so he can have the weight load distributed and service connections properly located.

i. Overhead recoil type extension cords are recommended for power mechanics area and other instructional areas utilizing portable electric equipment. Electrical receptacles extending above the floor away from the wall are not recommended. Such electrical outlets limit flexibility and change and present tripping hazards.

j. Machinery located away from the wall should be serviced through a junction box with a rigid conduit, securely braced and bracketed, extending to the electrical controls of the machine.

k. A waterproof exterior outlet should be provided outside each overhead door of any power mechanics or automotive laboratory.

l. Raceways should be provided in all instructional areas for television antenna and/or closed circuit systems.

m. The air compressor should be located in such a manner that it can be acoustically isolated.

n. A separate conduit should be provided for the fire alarm system.

o. Regulated pressurized air outlets should be provided at regular intervals around the walls of machine shops, auto shops, fluid power mechanics laboratory, and any other heavy or extra heavy laboratories where air is needed.

p. Facilities housing commercial food programs should be equipped with an auxiliary generator to insure the operation of food freezers and coolers.

General Plumbing:

a. Auto mechanics laboratories should have, near the outside doors, a grill covered drainage trough with a pitched bottom and a hose bib at the highest level for flushing drains.

b. A water supply should be located in the auto laboratory and near the outboard motor test tank. A water supply should also be inside the building, but near the outside door.

c. Plumbing lines, sumps and traps should be located so they are easily accessible for maintenance and repair.

d. Clay interceptor traps should be attached to the sink in any ceramic arts areas to keep clay, plaster and other solids from clogging the sewer lines.

e. When acid or other corrosive chemicals are used, as in electroplating, etching or photography, acid-resistant sinks, drains, traps and piping should be installed.

f. Avoid placing machinery on or extremely close to pipes and columns because noise and vibration will be transmitted needlessly to other areas.

g. Each laboratory should have hot and cold running water.

h. A wash station should be provided for each five students in heavy and extra heavy laboratories. A built-in kitchen type sink is adequate in the mechanical drawing room and other medium and light laboratories.

i. Wash stations should be located near corridor entrance and situated away from the electrical control panel.

j. Wall surfaces at wash basins in laboratories should be maintenance free.

Sanitary Plumbing:

Well located and properly maintained sanitary facilities are essential for the health and comfort of the school occupants. NOTE:—REFER TO P.A. I, 1966, "MAKING FACILITIES ACCESSIBLE FOR THE PHYSICALLY HANDICAPPED".

a. Water Supply - A safe water supply which is capable of providing 30 gallons per day based on single session capacity of the facility.

b. Toilet Rooms - Toilet facilities should be available for both sexes on each floor of each building.

Floor drains and hose bibs should be provided in each gang toilet room.

Soap dispensers, waste containers, mirrors, bock shelves, and hand drying facilities should be provided in each gang toilet.

Hot and cold water should be provided to all lavatories.

c. Water Closets, Urinals, Lavatories, & Drinking Fountains - The following table indicates the ratios of sanitary fixtures which should be considered minimum. Based on single session capacity of facility.

Enrollment						Lavatories	Drinking
Boys	Girls	Total	WC/Girls	WC/Boys	Urinals/Boys	Boys/Girls	Fountains
150	150	300	4	2	4	4	3
200	200	400	5	3	5	5	4
300	300	600	7	4	7	6	5
400	400	800	9	5	9	7	7
500	500	1000	11	6	11	9	8
600	600	1200	13	7	13	11	9
800	800	1600	16	8	16	12	11
1000	1000	2000	18	9	17	13	12

NOTE: Additional information is available in Bulletin 412, Chart VI Health Standards.

d. Service Sink - A service sink with both hot and cold water should be provided in each custodian's closet and at least one custodian's closet should be located on each floor.

SPECIAL SAFETY CONSIDERATIONS

1. The floor around each power machine should be coated with a non-slip surface.
2. Safety zones, color coded, should be placed around each piece of power equipment, and wherever else necessary, such as for marking aisles of travel, or storage areas.
3. Distinct aisles of travel should be provided for free flow of student traffic between all areas and points of common usage, such as storage rooms, finishing rooms and common machine areas. Aisles of travel should not be less than three feet in width, and preferably four feet.
4. Safety and full visibility by the instructor are prime considerations in the arrangement of work areas and work stations.
5. Fire extinguishers should be a dry chemical type and should be conveniently located near points of danger and marked or labeled conspicuously.
6. Compressed air distribution lines should have a diaphragm type regulating valve to reduce the pressure to the amount required for safe operation of equipment.
7. Chip shields in the machine shop and ultra-violet shields in the welding shops should be used for eye safety.
8. Spacing between benches, machinery, equipment and aisles should be sufficient for safety and free passage. This is determined by the nature of the work and the equipment involved, but should be not less than three feet and preferably four feet.

9. Guard rails installed to separate machine areas from handwork areas are generally not recommended, but guard rails are recommended to separate flywheel machinery from one another and from other work areas. This would apply to punch presses and printing presses.

10. A first aid cabinet of approved size and content should be provided in each laboratory.

11. An approved fire blanket should be provided in any area where grease and volatile liquids are used. Auto shops, bakery and home economics rooms especially need this form of safety equipment.

12. Volatile liquids must be stored in approved safety cans and bulk storage of such liquids inside the shop is prohibited by insurance regulations and fire laws.

13. Paints, finishes and thinners must be housed in metal cabinets in the shop or laboratory.

14. For fire-spread prevention, it is recommended that concrete step-up and step-down structure between corridor and shops where gasoline and diesel fuels are used be provided.

15. Increasingly, states are passing laws requiring the wearing of safety goggles or glasses, even by visitors, in all shops. Accordingly, there are available eye safety cabinets with sterilizers for general use. One of these should be specified for nearly every type of facility.

16. Provide first aid station with a cot for those who might become ill during the school day.

NOTE: ALL CONSIDERATIONS LISTED ABOVE SUBJECT TO FIRE MARSHAL APPROVAL.

SITE

In planning occupational education facilities, just as in any other educational facilities, site is a prime component. Criteria for the selection of site can be divided into two areas of major concern, the appropriateness of the site and the economy of the site. The following lists constitute considerations which should be made with respect to the above mentioned concerns.

Appropriateness of Site:

1. A site should be selected which is close to the population center of the area which will be served, or which will minimize the mean distance traveled in commuting from the home school to the area center.
2. When possible, a site should be selected which will stimulate and promote the economic growth and development of the area.
3. Close proximity to airport approaches, railroads or any other situation which produces ambient noise of a level which will detract from the learning process should be avoided.
4. A site should be selected which is highly accessible to transportation arteries.

Economy of Site:

1. Whenever possible a site should be selected which has existing utilities and service available.
2. Careful consideration should be given to the soil conditions of the site to avoid excessive cost of construction due to unique footing requirements.
3. Avoid the uneconomic, hazardous, or unnecessary use of flood plains when selecting a site.
4. Topography of the area should be such that it does not require massive and economically excessive alterations to gain optimum use of the site.

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IMPLEMENTATION RESOURCES
FOR
PROGRAM STAFFING

Structual Communication - Exercise 6 has its focus on Program Staffing, in order to provide resources for that area, the following items are included.

1. Memo Outling Areas of Concerns For Program Staffing Needs

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 6, pp A-57--A-68. In addition, Exercise 6 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

AREA OF CONCERNS FOR PROGRAM STAFFING MEMO

A memo outlining program staffing needs should include some of the following areas:

A. QUALIFICIATIONS

1. Education - Minimum degree required

2. Experience - Both teaching and/or administrative, and industrial experiences should be included.

3. Certification Requirements - Whether a teaching degree is necessary, and whether vocational certification will stand alone.

B. ANNUAL SALARY

1. Include salary range, duration of contract, fringe benefits and vacation allowance.

C. DUTIES AND RESPONSIBILITIES

D. METHOD OF APPLICATION

IMPLEMENTATION RESOURCES
FOR
PROGRAM REVIEW

In order to provide support for the advisory committee function of "Program Review" the following resources have been provided:

1. State Department Review Questionnaire for Advisory Committees
2. Certification of Review
3. Schedule for Advisory Committee Review
4. Memo regarding Advisory Committee Review Format
5. Guidelines for Vocational Education for the Handicapped
6. Vocational Alternatives Available for the Handicapped

Contributors to this section were:

Vocational and Technical Education Service
State Department of Education
Lansing, Michigan

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 7, pp A-69--A-79. In addition, Exercise 7 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

REVIEW QUESTIONNAIRE FOR ADVISORY COMMITTEES

Program Name ______________________________ O.E. Code __________

Rate each statement on a scale of 1 to 5 as it applies to program quality. One (1) being poorest quality and five (5) being highest quality. If there is insufficient data, check in column on the right.

	1	2	3	4	5	Insufficient Data	Comments
1. The program provides students with job entry skills required for employment							
2. Rate the condition of the instructional equipment currently being used.							
3. The instructional equipment is representative of that currently used in the occupation.							
4. Provisions have been made for the updating and replacing of equipment.							
5. The space allocation is adequate for the program.							
6. The safety of the student is considered in the layout of the facility.							
7. School based job placement services are available to all students.							
8. The advisory committee is providing school officials with information on job opportunities.							

	1	2	3	4	5	Insufficient Data	Comments
9. Guidance and counseling services are provided which make students aware of career opportunities.							

* * * * * * * * * * * * * * * * *

	Yes	No	Insufficient Data
10. Goal Statements have been defined for the program.			
11. Job opportunities currently exist for students completing the program			
12. Steps are being taken to ensure that disadvantaged students are enrolled in and have the opportunity to complete the program.			
13. Steps are being taken to ensure that handicapped students are enrolled in and have the opportunity to complete the program.			

14. Identify major strengths of program:

15. Identify major weaknesses of program:

DIRECTIONS AND CERTIFICATION SHEET

Directions

As you examine the questionnaire, keep in mind that the statements represent only those items that are considered as a minimum for review by the advisory committee. Tabulations from the committee review should be compiled and presented to the proper school administrators, teachers, and others responsible for vocational education programming. Tabulations should be made for each program being offered and a composite report should be on file in the district. This review process involves only occupational training programs and need not include regular consumer education and home economics.

In some instances it may be desirable to conduct an advisory committee review for programs less often than on an annual basis. All programs must be reviewed at least once every three years. All new programs must be reviewed at the end of the first year of operation. If the local educational agency does not wish to conduct an annual review for all programs, a schedule is attached, for your use, to indicate which year reviews will be conducted for all programs.

- -

CERTIFICATION OF REVIEW

1975

Instructions

On or before July 1, 1975, this certification of review should be returned to Mr. Philip Bailey, Supervisor, Secondary Unit, Vocational-Technical Education Service, P. O. Box 928, Lansing, Michigan 48904.

NOTE: Do not return the completed review questionnaires.

Name of Educational Agency ______________________________

I certify that occupational advisory committees for the vocational programs under my jurisdiction have completed their review of program activities as specified in the Program Standards of Quality.

Date	Signature of Superintendent or Authorized Official
Date	Signature of Contact Person
	Telephone Number of Contact Person

SCHEDULE FOR ADVISORY COMMITTEE REVIEWS

School District Name ____

Contact Person ____

INSTRUCTIONS:

If your school district does not wish to conduct an advisory committee review for all programs on an annual basis this schedule must be completed. All approved vocational education programs for the district must be listed. Then, indicate by checking the appropriate year when the review will be conducted. This schedule must be returned with the certification of review for 1975.

Program Descriptor	O.E. Code	Completed			
		1974	1975	1976	1977

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Vocational Education and Career Development Services

Box 928, Lansing, Michigan 48904

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Superintendent of
Public Instruction

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TO: Superintendents of Schools, Directors and Shared-Time Directors of Vocational Education

FROM: Addison S. Hobbs, State Director, Vocational-Technical Education Service

SUBJECT: Occupational Advisory Committee Review Format

DATE: October 15, 1974

The accepted Program Standards of Quality require the involvement of advisory committees in the review of each occupational program. This standard is based on the premise that advisory committees serve an important role in the efforts of local educational agencies to improve program quality and related services.

The enclosed questionnaire is designed as an aid to advisory committee members in the review process and focuses on performance objectives, equipment and facilities, job opportunities, placement and guidance and counseling services. It should be noted that this review format is in addition to, but need to supplant any local review or evaluative procedures. You may wish to add additional items for further review and study by the advisory committee.

It is suggested that copies of the tabulated report be made available to school administrators, vocational directors, and instructors of the school district responsible for the occupational program.

On or before July 1, 1975, you should return the attached certification of review to Mr. Philip Bailey, Supervisor, Secondary Unit, Vocational-Technical Education Service, P. O. Box 928, Lansing, 48904.

Attachment

GUIDELINES FOR VOCATIONAL EDUCATION

FOR THE HANDICAPPED--PUBLIC ACT 198

Many states have a Mandatory Special Education Act. Michigan, however, is the only state that mandates vocational education for the handicapped. As pointed out in the Act, this emphasis must be implemented.

The following pages illustrate vocational alternatives for the handicapped. The Vocational-Technical Education Service Special Needs Unit is prepared to assist and provide leadership in fulfilling this obligation.

SEC. 613. THE BOARD MAY AUTHORIZE OR ORDER THE SUSPENSION OR EXPULSION FROM SCHOOL OF A PUPIL GUILTY OF GROSS MISDEMEANOR OR PERSISTENT DISOBEDIENCE WHEN IN ITS JUDGMENT THE INTERESTS OF THE SCHOOL MAY DEMAND IT. IF THERE IS REASONABLE CAUSE TO BELIEVE THAT THE PUPIL IS HANDICAPPED AND THE LOCAL SCHOOL DISTRICT HAS NOT EVALUATED THE PUPIL IN ACCORDANCE WITH RULES OF THE STATE BOARD, THE PUPIL SHALL BE EVALUATED IMMEDIATELY BY THE INTERMEDIATE DISTRICT OF WHICH THE LOCAL SCHOOL DISTRICT IS CONSTITUENT...[P.A. 198 OF 1971]

Graduation from Special Education Programs

Handicapped persons may graduate from the regular education program by completing the requirement established by the operating school district for students in regular education. This usually includes completion of a minimum of 16 units or credits including English, algebra, history, science and like subjects.

As was mentioned in Chapter VI, the minimum program criteria for handicapped students whose disability is such that they cannot complete the regular graduation criteria are pre-vocational, personal adjustment and vocational education.

Local districts wishing to graduate students from a special education program must be authorized to do so in the intermediate plan. (R 340.1701 Sub-rule 5)

Graduation is considered a change of educational status. As such, the operating school district is required to call an EPPC prior to graduation in accordance with R 340.1722 and R 340.1723.

NOTE: Section 10 of P.A. 198 along with R 340.1701, Sub-rule 5, 13 and 15; R 340.1733b, c and e are written in such a way as to prohibit any school district from graduating a handicapped person from a special education program whose disability is such that the special education student cannot complete an approved vocational education program. An approved vocational education program is one approved by Vocational Education Services, Michigan Department of Education or a special vocational education program approved in the intermediate School District Plan for Special Education, or an individual vocational training program if administratively approved by the intermediate school district. (For more information refer to the chart in Chapter VI entitled Vocational Alternatives Available for the Handicapped).

As a general rule, school districts cannot graduate the severely impaired, trainable mentally impaired or any other handicapped person from a special education program who are not capable of completing vocational training. It is recommended that school districts with secondary special education programs identify other terminal criteria and develop a list of terminal competencies so that parents and students will be aware of the graduation criteria at the time the student enters the secondary special education sequence.

The district of residence must provide or contract for special education programs and/or services through age 25 to handicapped persons who are not capable of completing a regular education program or a special education program leading to a high school diploma. (Sec. 298c, Sub-section f, Section 771a of P.A. 198 of 1971 and R 340.1701, Sub-rule 5)

Follow Up

Rule 132. AN INTERMEDIATE SCHOOL DISTRICT PLAN...SHALL...DESCRIBE THE MEANS BY WHICH THE LOCAL SCHOOL DISTRICT AND THE INTERMEDIATE SCHOOL DISTRICT WILL DETERMINE THE EFFECTIVENESS OF SPECIAL EDUCATIONAL PROGRAMS AND SERVICES, AND THE EDUCATIONAL PLAN FOR EACH HANDICAPPED PERSON. THE FOLLOW-UP SYSTEM SHALL INCLUDE A PROCEDURE FOR DETERMING THE SCHOOL-COMMUNITY ADJUSTMENTS OF HANDICAPPED PERSONS FOR NOT LESS THAN 1 YEAR FOLLOWING TERMINATION OF THEIR SPECIAL EDUCATION PROGRAMS AND SERVICES. [R 340.1832, SECTION 1.5]

VOCATIONAL ALTERNATIVES AVAILABLE FOR THE HANDICAPPED

Type of Program	Description	Program Criteria	Resources	Eligible Funding Categories
Regular Education	College Preparation, Regular Vocational Education or General High School Program. These programs are to be used for all handicapped students who can benefit from the placement. All students who are receiving non-instructional special education services (speech, social work, occupational therapy, special materials like talking books, etc.) should be placed in these programs.	Students receive credits toward a regular high school diploma in accordance with the policies of the operating district. The usual outcome is graduation followed by employment, post-school vocational training or college. Regular vocational education curriculums are approved by Vocational Education Services, Michigan Department of Education.	Special education supportive services such as special materials, resource room placement, social work services, etc. V.R.S. may provide post-school services, rehabilitation counseling, placement and follow up services and may participate in the costs of placement tools, physical restoration, etc. when the client or family or another public agency cannot cover the costs.	State aid membership, Special Education Services supported by State Special Education and Intermediate reimbursement in most districts. Intermediate Vocational Education millage where applicable. Vocational Education program funds for districts and programs that qualify.
Adapted Vocational Education	Regular vocational programs are altered to accommodate special education eligible students who could not otherwise be placed in the program. Special materials and instructional aids are examples of adapting the program. This alternative may be needed for handicapped persons assigned to teacher consultants or special education resource rooms who need adpated instruction.	Students receive credits toward a regular high school diploma in the same manner as the non-handicapped students in the vocational education program. The program prepares special education eligible students for graduation followed by employment or post-school vocational training. Adaptations in the regular vocational education curriculum should be approved by Vocational Education Services, Michigan Department of Education. No approval is needed to add supportive personal or adaptive equipment.	Special education supportive services such as a teacher consultant, curriculum resource consultant and work study co-ordinator. Vocational Rehabilitation Services may be available as defined above.	Same as above, plus, Vocational Education Special Needs Funds for approved projects. Eligible Vocational Rehabilitation clients may receive supportive services needed to maintain them in on-the-job training programs.

VOCATIONAL ALTERNATIVES AVAILABLE FOR THE HANDICAPPED (Continued)

Type of Program	Description	Program Criteria	Resources	Eligible Funding Categories
Special Vocational Education	Training is usually of a semi-skilled nature (custodial training, nurses' aides, etc.) or introductory skills training (electronics, auto mechanics, secretarial, etc.) designed to provide prerequisite skills for entry into a regular vocational education sequence or to provide entry level job skills. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program. It is usually limited to handicapped students assigned to self-contained special education programs.	Students receive credits toward a regular high school diploma. The program may be used to prepare special education students for integration into regular vocational education. It always provides the students who completed the training with a job entry skill. The program must be authorized in the Intermediate School District Plan for the Delivery of Special Education Programs and Services as approved by Special Education Services and Vocational Education Services if vocational education funds are used.	Same as on B-109.	Same as on B-109

VOCATIONAL ALTERNATIVES AVAILABLE FOR THE HANDICAPPED (Continued)

Type of Program	Description	Program Criteria	Resources	Eligible Funding Categories
Individual Vocational Training	Training in special programs (M.D.T.A., apprenticeship training, etc.) approved by a governmental agency, or a unique individual training program designed to fit a handicapped student's special interests and not generally available in the geographic area (outboard motor repair, tailoring, inhalation therapy, etc.) This program may be used for any special education student with special talents or special training needs. Community training stations may be used so long as students do not become employees and are not paid a wage.	Students receive credits toward a regular high school diploma. The Educational Planning and Placement Committee must approve the training plan and the amount of credit to be given. This type of program should provide job entry skills and it may also provide prerequisite skills needed for entry into post-school training. The individual plan must be approved by the Intermediate Director of Special Education or his designee as being consistent with the intent of the Intermediate Plan.	Special education classroom programs and supportive services. Work study services may not be provided until the completion of the training sequence. A vocational education or special education teacher may supervise the program. Placement in M.D.T.A. or like programs fall in this category. V.R.S. may provide post school services, rehabilitation counseling, placement and follow up services and may participate in the costs of placement tools, physical restoration, etc. when the client or family or another public agency cannot cover the costs.	State aid membership, Special Education Categorical Aid, Intermediate Special Education reimbursement where applicable.

VOCATIONAL ALTERNATIVES AVAILABLE FOR THE HANDICAPPED (Continued)

Type of Program	Description	Program Criteria	Resources	Eligible Funding Categories
Pre-Vocational Evaluation Services	The program is designed for students whose disability precludes the use of the regular education sequence for obtaining vocational assessment. The service is provided in a sheltered workshop authorized by the U.S. Department of Labor to provide this service. Placement is limited to 6 monts by U.S. Department of Labor rules. This is a diagnostic service and not an instructional program.	Placement does not qualify for receipt of credits toward a high school diploma. Placement into vocational education, work activity center services or sheltered or competitive employment are some of the usual outcomes. Schools may operate or contract for this service if authorized in the Intermediate Special Education Plan as approved by the Department of Education.	Students must be assigned to a special education classroom program. They may receive supportive services from Special Education.	Reimbursed under State Special Education Aid for trainable programs and Intermediate Special Education reimbursement where applicable.
Work Activity Center Services	A program designed exclusively to provide work therapy for impaired persons whose handicap is so severe as to make their productivity capacity inconsequential. The program must be licensed as a sheltered workshop by the U.S. Department of Labor.	Placement in a work activity center is for a special education service. Therefore, no credits are given toward graduation. The student usually remains in this program until they have reached an age where they are no longer eligible for special education or until they are able to function in a regular V.E. program, community employment or a regular sheltered employment. The program must be authorized by the Intermediate Special Education Plan as approved by the Michigan Department of Education.	Same as above. Refer to guidelines for utilization of sheltered workshops for the delivery of Special Education Services.	Same as above.

Type of Program	Description	Program Criteria	Resources	Eligible Funding Categories
Work Study Services for Students Who Have Not Had Vocational Education	Available to any special education student who is within one year of termination due to age, dropped out, or notified school of plans to drop out. Student must be employed and paid a legal wage.	Students do not receive credits for placement in this program unless they have taken a V.E. program or are simultaneously enrolled in a related vocational education sequence. Students are expected to become employed as a result of this program. The program must be approved by the Educational Planning and Placement Committee as having some educational or vocational value and is in the best interest of the student. (Handicapped students who have dropped out of school and who are solely in need of employment services should be referred to M.E.S.C. or V.R.S.)	Special education classroom programs, supportive services, work study services and Vocational Rehabilitation Services. Refer to guidelines for work study programs supervised by Special Education personnel.	State aid membership. State Special Education Categorical Aid and Intermediate Special Education reimbursement where applicable. Vocational Rehabilitation may cover non-educational costs incurred by an employer and certain student costs such as initial uniforms for students who qualify.

IMPLEMENTATION RESOURCES
FOR
THE IDENTIFICATION OF COMMUNITY RESOURCES

The function of "Identifying Community Resources" is supported in this Guide by the following resources:

1. Proposed Model for Career Education Action Council
2. Sample of Human Resource Roster
3. Public Law 97 - The Michigan Career Education Act
4. HEW Career Education Clusters
5. Occupational Clustering for the Comprehensions Career Education Model

Contributors to this section include:

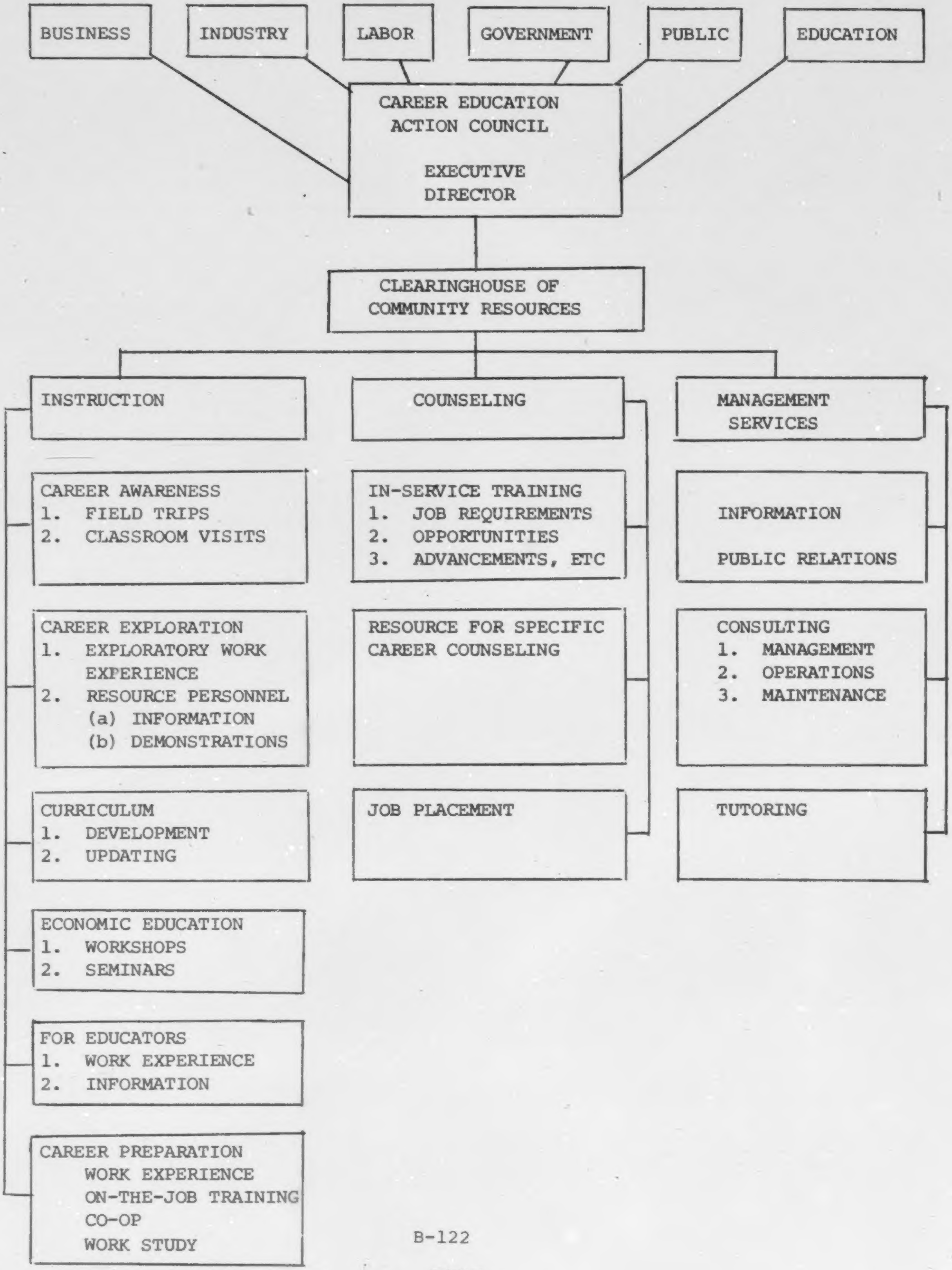
Louis Easterling, Manager
Michigan State Chamber of Commerce
Lansing, Michigan 48933

Career Education Planning District #15
Clare, Michigan

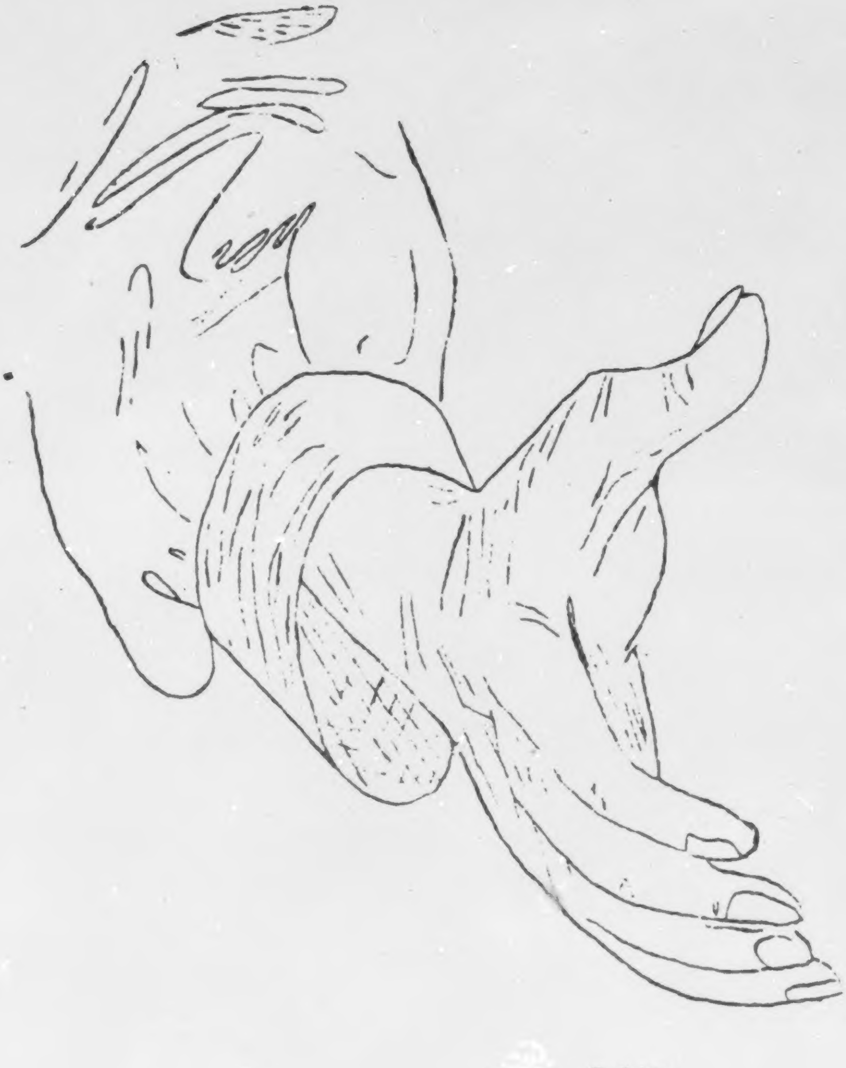
United States Office of Education
Washington, D.C.

NOTE: The information in this section may serve as resource material for Structural Communication Exercise 8, pp A-81--A-91. In addition, Exercise 8 illustrates "how" these resources may be utilized in meeting the specific needs of the advisory committee as it deals with this function.

A PROPOSED MODEL FOR A CAREER EDUCATION ACTION COUNCIL


BUSINESS
INDUSTRY
LABOR
GOVERNMENT
PUBLIC
EDUCATION
CAREER EDUCATION ACTION COUNCIL
EXECUTIVE DIRECTOR
CLEARINGHOUSE OF COMMUNITY RESOURCES
INSTRUCTION
COUNSELING
MANAGEMENT SERVICES
CAREER AWARENESS
1. FIELD TRIPS
2. CLASSROOM VISITS
CAREER EXPLORATION
1. EXPLORATORY WORK EXPERIENCE
2. RESOURCE PERSONNEL
(a) INFORMATION
(b) DEMONSTRATIONS
CURRICULUM
1. DEVELOPMENT
2. UPDATING
ECONOMIC EDUCATION
1. WORKSHOPS
2. SEMINARS
FOR EDUCATORS
1. WORK EXPERIENCE
2. INFORMATION
CAREER PREPARATION
WORK EXPERIENCE
ON-THE-JOB TRAINING
CO-OP
WORK STUDY
IN-SERVICE TRAINING
1. JOB REQUIREMENTS
2. OPPORTUNITIES
3. ADVANCEMENTS, ETC
RESOURCE FOR SPECIFIC CAREER COUNSELING
JOB PLACEMENT
INFORMATION
PUBLIC RELATIONS
CONSULTING
1. MANAGEMENT
2. OPERATIONS
3. MAINTENANCE
TUTORING

A HUMAN RESOURCE ROSTER
FOR CEPD 15



A HUMAN RESOURCE ROSTER FOR CEPD 15

This roster has been established to assist educators, students, and others who are interested in human resources.

The roster idea was designed and established through the efforts of all those listed on the roster, and thirty consultants from CEPD 15.

HOW TO USE THE ROSTER:

1. FIND AN AREA IN WHICH YOU FEEL YOU WOULD LIKE SOME ASSISTANCE i.e. AGRICULTURE.
2. FIND THE SPECIFIC AREA DESIRED i.e. SHORTHORN CATTLE.
3. LOOK TO THE RIGHT COLUMN (RESOURCES BY AREA) FIND A NUMBER i.e. 153
4. TURN TO THE RESOURCES BY NUMBER SECTION AND LOCATE THE SELECTED NUMBER.
5. CONTACT THE INDIVIDUAL LISTED FOR THE SELECTED NUMBER AND ASSISTANCE DESIRED.

CAREER EDUCATION PLANNING DISTRICT NO. 15
HUMAN RESOURCE ROSTER

AREA	RESOURCES BY CODE NUMBER
AGRICULTURE	1
ANIMAL HUSBANDRY	1
ANIMAL TRAINING	227
ELEVATOR MANAGEMENT	164
FARMING	30, 164, 165, 299
FORESTRY	31, 117, 164
HORTICULTURE	164, 165, 275, 288
NATURAL RESOURCES	164
SHORTHORN CATTLE	32
ART	33, 118, 166, 260
CARTOONING	34
CERAMICS	293
DRAWING	2, 120, 121, 260, 280
FIGURE PAINTING	121
IMPRESSIONISM (EUROPEAN TRAVEL)	107
OTHER ART AREAS	2
PAINTING	2, 119, 260, 280
SCULPTURE	119
WATER COLOR	167
BUSINESS	35, 36
ADVERTISING	34, 330
AGRICULTURE BUSINESS MANAGEMENT	164
BOOKKEEPING	207, 319, 330
BUSINESS MATH	319, 330
CLERKING (SECRETARY)	123, 278, 306
CLERKING (STORE)	41, 42, 173
DISTRIBUTIVE EDUCATION	36, 171, 308, 330
ECONOMICS	172, 330
ECONOMICS OF LIVESTOCK	164
FEDERAL INCOME TAX	95

RESOURCE BY CODE NUMBER

CODE	NAME	PHONE	TUTOR	FREE	TIME AVAILABLE
1.	MARILYN GRANT	435-7088			1 or 2 hours Weekly
2.	MRS. MARTIE EHINGER	465-2181			
3.	ARNOLD NUTT	435-9813	X	X	Evenings
4.	JUDY NICHOLS	435-7771	X	X	Weekends & Evenings
5.	BEVERLY RISE	435-9350	X	X	Anytime Except Monday & Tuesday Nights
6.	MARY HUBER	426-5680	X		
7.	JUDY JOHSTON	435-9558			
8.	DONNA KLINE	426-9575	X		
9.	TOM MATTESON	426-8236			
10.	SHARON FRENCH	435-7622		X	Depends on Work
11.	ANTHONY CITRIN	None			
12.	JOHN DUNLOP	386-9459	X		
13.	DICK MERKLE	435-9207			
14.	GARY SHELANGOWSKI	435-9688		X	
15.	JIM FABER	435-9020			
16.	REBECCA PHILLIPS	435-7773			
17.	BILL ASHCROFT	539-9173			
18.	DON HUDSON	426-9397			
19.	JIMMIE RICE	435-7774			
20.	CHARLEEN SWAN	386-3220			
21.	MRS. CHARLES BALLARD	None			Don't Know
22.	GRACE LARBELL	588-2[illegible]			
23.	ANN SWINGLE	435-709[illegible]			
24.	KATHY BRUBAKER	426-9890			
25.	FLORENCE PETERSON	435-7060			Anytime
26.	SUE MYERS	435-9259			
27.	PEGGY BRUSHABER	435-9984			
28.	VIRGINIA PRESIDIO	435-7090			
29.	TOM PORTER	465-4521			
30.	GEORGE BRADLEY	386-2516		X	
31.	WAYNE PATTERSON	386-7423		X	School & Non School Time
32.	REV. CHARLES HILLIARD	386-9198		X	Would Take Time
33.	LUCILLE SMITH	386-9251			9 a.m.-12 noon Monday-Friday

Act No. 97
Public Acts of 1974
Approved by Governor
May 7, 1974

STATE OF MICHIGAN
77TH LEGISLATURE
REGULAR SESSION OF 1974

Introduced by Reps. Dively, Nelson, McCollough, Smart, Geerlings, Kildee, Bennett, Hellman, Vaughn, Smith, Bryant, Mowat, F. Robert Edwards, Engler, Kehres, Crim, Montgomery, Elliott, Smit and Jowett

Reps. McNeely, Keith and Stackable named as co-sponsors

ENROLLED HOUSE BILL No. 4422

AN ACT to promote the planning and development of career education programs; to create a state career education advisory commission and local career education planning district councils and to prescribe their powers and duties; and to prescribe the powers and duties of certain state departments and agencies.

The People of the State of Michigan enact:

Sec. 1. This act shall be known and may be cited as the "career education act".

Sec. 2. As used in this act:

(a) "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

(b) "Career education planning district" means a group of local educational agencies, including local school districts and intermediate school districts, in geographic proximity to each other and organized to increase cooperation and articulation between local educational agencies as they plan to implement a career education program.

(c) "Local educational agency" means local school districts and intermediate school districts and their boards.

Sec. 3. The career education advisory commission, hereafter called the commission, is created in the department of education. The commission consists of 20 members of which not more than 1/2 shall represent the education profession. The members shall be appointed by the state board of education for terms of 2 years, except that of the members first appointed, 10 members shall be appointed for 1 year and 10 for 2 years. The state superintendent of public instruction or his designated agent shall be a nonvoting, ex officio member and shall serve as chairman. The commission membership shall include representatives of labor, business or industry, a noneducational state governmental agency, local and intermediate school board members and administrators, a community college district, a 4-year college or university, a neighborhood education authority, the state advisory council for vocational education, parents, teachers, counselors, and students.

Sec. 4. (1) The commission shall evaluate current state, regional, and local efforts toward career education and shall submit to the state board of education its findings.

(2) The commission shall recommend to the board guidelines and performance objectives for a comprehensive career education program.

Sec. 5. (1) The state board of education shall recommend statewide guidelines and goals for a comprehensive career education program not later than 9 months after the effective date of this act.

(2) The board in consultation with the commission and teacher training institutions shall develop a plan for professional personnel development to assure successful implementation of career education in all local educational agencies. The professional personnel development plan shall provide for the systematic development of all professional personnel at both the pre-service and in-service levels and the criteria for assessing the performance of these professional personnel.

Sec. 6. (1) The state shall be divided by the state board of education into career education planning districts. A planning district shall be structured to increase communication, cooperation, and planning among its member educational agencies and to coordinate and promote career education programs in the district. The number and boundaries of career education planning districts shall initially be as established on January 1, 1974, and be reviewed annually by the state board of education based upon criteria to include the following:

(a) Existing intermediate school districts.

(b) Geographical proximity of local educational agencies to one another.

(c) Student enrollment.

(d) Compatibility with service area boundaries of local educational agencies.

(2) A planning district shall be served by a career education planning district council whose membership shall be recommended by local educational agencies within the district and selected on or before January 1, 1975, by the intermediate boards of education in which they are constituent. Membership shall not exceed 20, of which not more than 1/2 shall represent the education profession, and shall include representatives of local and intermediate board members and administrators, the arts, business or industry, a labor organization or manpower agency, parents, teachers, counselors, and students. All other local educational agencies shall be represented as nonvoting, ex officio members on the council serving their area of the state. A career education planning district council shall develop annually, beginning September 1, 1975, a comprehensive, cohesive, and well-coordinated career education plan, utilizing the guidelines recommended by the state board of education.

Sec. 7. Beginning with the 1975-76 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

Sec. 8. The department of education, in cooperation with other agencies, shall periodically compile and make available to career education planning districts and local educational agencies information pertaining to current and future job opportunities.

Sec. 9. The department of education shall provide to the legislature and the governor by February 1, 1975, an estimate of the cost of implementing a comprehensive career education plan for the state.

This act is ordered to take immediate effect.

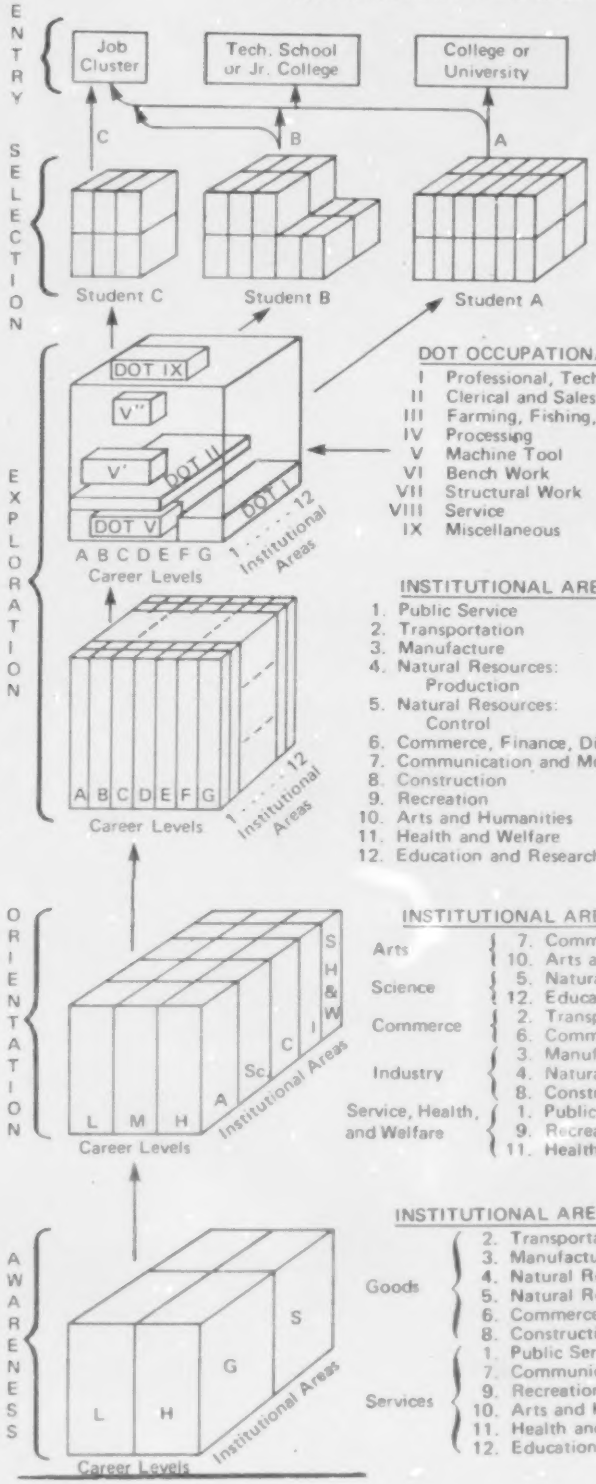
HEW CAREER EDUCATION CLUSTERS

One of the systems by which career education was introduced into the schools was through a series of occupational or career clusters. The publication Career Education (DHEW Publication No. E 72-39) lists fifteen clusters as a working base for the study of a substantial number of the existing career opportunities.

The Following is a listing of these fifteen clusters:

- Agri-business and Natural Resources
- Business and Office
- Health
- Public Service
- Environment
- Communications and Media
- Hospitality and Recreation
- Manufacturing
- Marketing and Distribution
- Marine Science
- Personal Services
- Construction
- Transportation
- Consumer and Homemaking
- Fine Arts and Humanities

OCCUPATIONAL CLUSTERING FOR THE COMPREHENSIVE CAREER EDUCATION MODEL


ENTRY
Job Cluster
Tech. School or Jr. College
College or University
C
B
A
SELECTION
Student C
Student B
Student A
EXPLORATION
DOT IX
V''
V'
DOT II
DOT I
DOT V
A B C D E F G
Career Levels
1 12
Institutional Areas
A B C D E F G
Career Levels
1 12
Institutional Areas
ORIENTATION
L M H
A Sc C I S H & W
Career Levels
Institutional Areas
AWARENESS
L H G S
Career Levels
Institutional Areas

Schematic Representations of Different Two-Years Content Module Combinations for Three Hypothetical Students—A, B, and C.

DOT OCCUPATIONAL CATEGORIES

I Professional, Technical, and Managerial
II Clerical and Sales
III Farming, Fishing, and Forestry
IV Processing
V Machine Tool
VI Bench Work
VII Structural Work
VIII Service
IX Miscellaneous

INSTITUTIONAL AREAS

1. Public Service
2. Transportation
3. Manufacture
4. Natural Resources: Production
5. Natural Resources: Control
6. Commerce, Finance, Distribution
7. Communication and Media
8. Construction
9. Recreation
10. Arts and Humanities
11. Health and Welfare
12. Education and Research

CAREER LEVELS

A. Assistant, Laborer, Helper (Unskilled)
B. Machine Operator, Clerical (Semiskilled)
C. Craftsman, Technician, Supervisor (Skilled)
D. Official, Middle Manager, Semiprofessional
E. Semiprofessional, Professional
F. Advanced Professional
G. Executive, Upper-Level Manager, High-Level Planner

INSTITUTIONAL AREAS

Arts	7. Communication and Media 10. Arts and Humanities
Science	5. Natural Resources: Control 12. Education and Research
Commerce	2. Transportation 6. Commerce, Finance, Distribution
Industry	3. Manufacture 4. Natural Resources: Production 8. Construction
Service, Health, and Welfare	1. Public Service 9. Recreation 11. Health and Welfare

CAREER LEVELS

Lower	A. Unskilled B. Semiskilled C. Skilled
Middle	D. Semiprofessional E. Professional
Higher	F. Advanced Professional G. Executive

INSTITUTIONAL AREAS

Goods	2. Transportation 3. Manufacture 4. Natural Resources: Production 5. Natural Resources: Control 6. Commerce, Finance, Distribution 8. Construction
Services	1. Public Service 7. Communication and Media 9. Recreation 10. Arts and Humanities 11. Health and Welfare 12. Education and Research

CAREER LEVELS

Lower	A. Unskilled B. Semiskilled C. Skilled D. Semiprofessional
Higher	E. Professional F. Advanced Professional G. Executive

John F. Taylor, Ernest K. Montague, and Eugene R. Michaels, An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model. (Alexandria, Virginia: Human Resources Research Organization), January, 1972, p. 19.

IMPLEMENTATION RESOURCES
FOR
ESTABLISHING ADVISORY COMMITTEES

Although the eight major functions of advisory committees have been defined, they are of little value without advisory committee members. Consequently, the following resource material has been provided for "Establishing Advisory Committees:"

1. Letter of Invitation to Serve on Advisory Committee
2. Format for Return Postcard
3. School Board Endorsement
4. Suggested guidelines regarding the Establishment and Use of Advisory Committees - Extracted from State Administration Guide for Vocational and Technical Education, 1974-1975
5. Organizational Charts

Contributors to this section of your Guide were:

Gerry Butts - Vocational Director
Alma Public Schools
Alma, Michigan

Paul Gould
Macomb County Community College
Warren, Michigan

NOTE: The examples cited in this section of the Guide are intended to serve as a reference source in the development of your methods of establishing Advisory Committees. They are not the only method of obtaining this goal.

EXAMPLE LETTER OF INVITATION

(Name of School)

Date:__________________

Name
Address
Address

Dear: ______, ____________

The (name of school) is in the process of involving citizens and educators in a complete evaluation of our Vocational Education Programs. Because of National and State trends in Vocational Education and that public schools have to provide every youngster with an opportunity to obtain Vocational skills, we are faced with some critical problems in course offerings and how they affect young men and women. Due to the nature of these issues and their future impact on our youth and community, we are calling for your help.

Our new State Vocational Education guidelines mandate that all Vocational Education programs be approved and evaluated by local occupational advisory committees prior to Department of Education approval.

May I take this opportunity to invite you to become a member of our Occupational Advisory Committee. Your willingness to assist will help us make better decisions concerning quality education for the young people in our community.

Enclosed please find a flow chart showing the Occupational Committees; we are asking you to serve on the circles committee. Please note we are asking you to attend only (number) meetings on (dates of meetings). The enclosed chart shows the meeting dates and agendas.

The card provided is for your convenience. Please indicate your intentions and return it as soon as possible.

Sincerely,

Name
School

EXAMPLE OF ADVISORY COMMITTEE MEMBER RETURN POSTCARD

Will you be able to serve on the ____(name)____ Advisory Committee?

___ Yes ___ No

If yes, will you be able to attend the May 17, 1974, meeting?

___ Yes ___ No

If no, please indicate your best day and time for a meeting:

Day of week: ______________________
Time: ____________________________

EXAMPLE LETTER ANNOUNCING OFFICIAL APPOINTMENT BY COLLEGE PRESIDENT OR BOARD CHAIRMAN

(Letterhead)

Mr. Samuel Smith
Acme Tool Company
200 Main Street
Metro, MI

Dear Mr. Smith

The (name of school) Board of Trustees takes great pleasure in welcoming you as a member of our working team. Your appointment to serve a one-year term on the General Occupational Education Advisory Committee was approved at last night's board meeting.

Your extensive background and experience in industry and your interest in the school qualify you as a most valuable member of this advisory team. Not only can this be an opportunity to contribute of your talent to the industry, but to the community as well.

Thank you for your interest in (name of school).

Very sincerely yours,

Chairman
Board of Trustees

EXAMPLE

ENDORSEMENT

It gives me great pleasure to advise you that your school administrative staff and Board of Education joins the Vocational staff in soliciting your support in this worthwhile endeavor.

The quality of a school system is to a great measure dependent upon the citizen participation that takes place in the various school activities. Your participation will make them better.

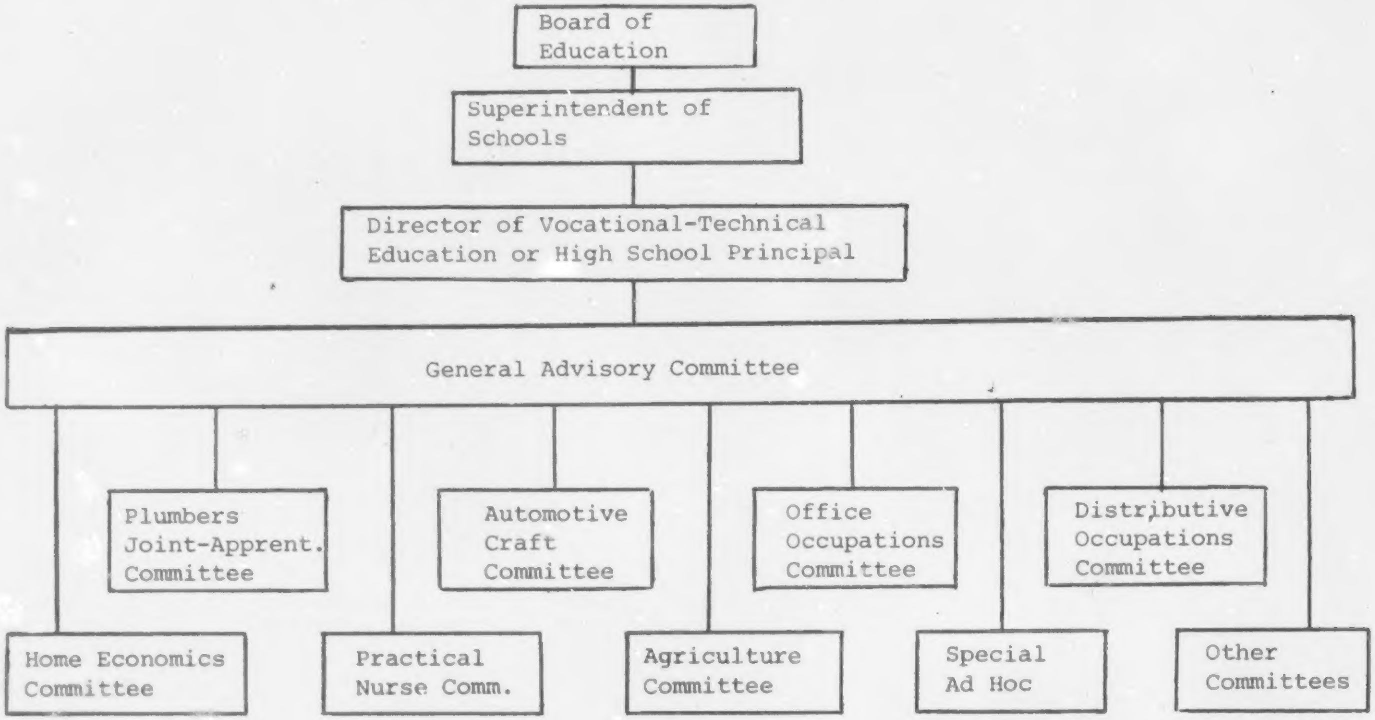
Rest assured that the recommendations which may be forthcoming from your deliberations will receive thorough consideration by the administration and Board of Education.

Sincerely,

Superintendent
or
Community College President

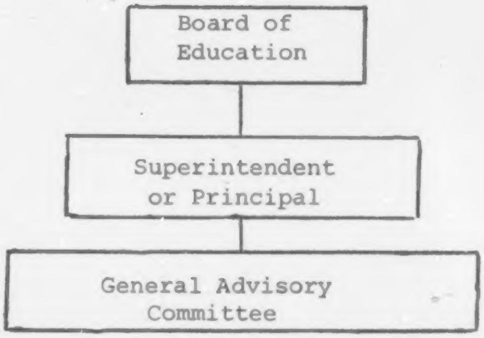
Example of Local Vocational-Technical
Advisory Committee Organization

(Large or Medium Size School System)


Board of Education
Superintendent of Schools
Director of Vocational-Technical Education or High School Principal
General Advisory Committee
Plumbers Joint-Apprent. Committee
Automotive Craft Committee
Office Occupations Committee
Distributive Occupations Committee
Home Economics Committee
Practical Nurse Comm.
Agriculture Committee
Special Ad Hoc
Other Committees

Example of Local Vocational-Technical Advisory Committee Organization

(Small School System)


Board of Education
Superintendent or Principal
General Advisory Committee

GUIDELINES FOR OCCUPATIONAL ADVISORY COMMITTEES

These committees serve one occupational area, or one specific vocational or technical program. An occupational area is defined as a program or area with an OE code specified to the second digit beyond the decimal (e.g. 07.03 - Nursing). However, it will be necessary in the various areas of home economics and trade and industry occupations to establish advisory committees representing areas with an OE code to the fourth digit beyond the decimal (e.g. 09.0201 - Child Care Services; 17.2306 - Welding; 17.2602 - Cosmetology).

The purpose is to advise in the development and operation of the total instructional program within that specific occupation. These committees are generally organized on an individual local educational agency basis. However, this does not eliminate the development of such committees on a CEPD basis if determined practical. Such committees assist in the work of the general and/or CEPD coordinating council with respect to the planning, development, and requirements for establishment of new programs or evaluation and revision of existing programs.

Recommended Membership

1. At least three (3) experts knowledgeable in the specialized occupational area representative of management and/or labor and representative of a broad geographical base within the district.
2. No more than two (2) educators which might represent elementary, junior high, high school, post-secondary or adult levels knowledgeable of the specialized program.
3. Not more than one (1) high school student or former student.
4. One vocational education counselor, if possible.
5. Representatives of community interests, including persons familiar with the special needs of the population to be served.

IMPLEMENTATION RESOURCES
FOR THE
OPERATION OF ADVISORY COMMITTEES

To provide that each and every advisory committee functions in the same way, it is advisable to provide resources regarding the following elements of "Operating Advisory Committees."

1. Selection and Responsibilities of Officers
2. Advisory Committee Meeting Minutes
3. Hints for the Organizational Meeting
4. Typical Agenda - Regular Meeting
5. Letter of Invitation to Advisory Committee Meeting
6. Return Postcard Format
7. Sixteen Do's and Don'ts
8. Example Guidelines for an Occupational Advisory Committee

Contributors to this section were:

Gerry Butts - Vocational Director
Alma Public Schools
Alma, Michigan

Paul Gould
Macomb County Community College
Warren, Michigan

Administrative Guide for Vocational and Technical Education, 1974-1975
State Department of Education
Lansing, Michigan

Arizona State Department of Education
Phoenix, Arizona

New York Citizens Committee for the Public Schools Inc.
2 West 45th Street
New York, New York

Larry Mann
Vocational Director
Alpena Public Schools
Alpena, Michigan

> NOTE: The examples cited in this section of the Guide are intended to serve as a reference source in the development of your methods of establishing Advisory Committees. They are not the only method of obtaining this goal.

SELECTION OF OFFICERS

Officers

Each Advisory Committee should elect a chairman and a secretary. It is recommended that a teacher or administrator should not serve as chairman, but might well serve as secretary. The Chairman should:

1. Call and preside at all committee meetings.
2. Schedule all meetings and make necessary committee assignments.

The Secretary:

1. Will record, maintain, and distribute to each member of the committee minutes of every meeting.
2. Is responsible for notifying members of the meeting date, time, and place.
3. Should provide all members with an agenda and issues to come before the committee prior to the meeting - preferably one week in advance.

Meetings

There is no set rule for the number of meetings to be held each year or whether meetings should be scheduled at regular intervals or called as necessary. However, local educational administrators should realize that although education is their entire job, such is not the case for members of the committee. It is recommended:

1. The initial meeting should be held within thirty days following organization of the committees.
2. Familiarize the committee with all facets of vocational education and solicit their advice and assistance.
3. Acquaint committee members with the purpose and duties of the committee.
4. Plan advisory committee meetings for specific purposes.
5. Regular scheduling of meetings should be determined by the membership, based on existing problems and important matters for consideration.

MEMBERSHIP ROTATION

Some method of revising membership should be devised at the time the committee is organized. Fresh viewpoints and ideas are essential in a changing occupational climate. On the other hand, there are advantages in continuity, thus members who have made exceptional contributions to the committee should be eligible for reappointment. It is the chief administrator's responsibility to decide upon an effective plan of rotation balancing the advantages of new ideas and comittee continuity. Policy should be determined in regard to the number of consecutive terms that may be served by committee members.

RESPONSIBILITIES TO COMMITTEE MEMBERS

Once committee members have been selected, there are some rights and responsibilities that they should anticipate from the appointing agency. Some of these include:

1. To have a letter signed by some top educational official requesting members to serve.

2. To know exactly what is expected of each committee member in the way of advice, assistance, cooperation, money, time, etc.

Committee Size

Occupational Committees are usually more effective if they limit membership to eight or nine members, and make use of consultants as the need arises.

3. To be provided initially and on a continuing basis, with information concerning vocational education developments.

4. To be invited to attend local and state meetings concerning vocational education.

5. To receive special invitations to attend educational function pertaining to vocational education.

6. To be kept informed of special studies affecting the vocational education program of the educational system.

7. To conduct an occupational program review as a part of the program standards of quality on a V-TES prescribed format.

ACTION ON COMMITTEE RECOMMENDATIONS

Committee members will form an opinion of their value to the local educational agencies on the basis of what action is taken on their recommendations. A committee will continue to actively participate only if its suggestions receive sincere consideration and action from the educational administrators. If the committee's advice and suggestions are sound and reasonable, appropriate action should be taken as soon as possible with credit given to the committee. If the proposals or suggestions are not adopted, the committee should be told why.

EXAMPLE MINUTES
OF
ADVISORY COMMITTEE MEETING
(Date)

AGRICULTURE ADVISORY COMMITTEE

The __________ Agriculture Advisory committee will concern their activities in the near future with a Saturday spent visiting the facilities of the seven school districts that have Agriculture Programs. The final task will be to compile an evaluation by the committee of each of the area programs and then a total evaluation for ______________.

AUTOMOTIVE ADVISORY COMMITTEE

The instructor, recapped the present curriculum for Auto I and Auto II or Specialties Classes. Reviewed present course outline and will make changes. Recommendations:

1. Aptitude Test before confirmed enrollment.
2. Smaller Classes - 12 to 15 students.
3. First year - Diagnosis - tool operation - minor repair - flat rate manuals.

BUILDING TRADES ADVISORY COMMITTEE

Inspected Building under construction at ______ in ________. Reviewed complete program. Suggestions:

1. Screen students for Building Trades Class.
2. Shop Math Required.
3. Passing grades in Basic Woods necessary for Building Trades Class.

DRAFTING ADVISORY COMMITTEE

______________ School's Drafting Program consists of Drafting Design I, Machine Drafting, and Residential Architecture. Three daily one-hour classes are for the teaching of the classes. Two-hour Technical Drafting class is proposed; but at the present time, there has not been enough interest in it, due to four years of drafting offered at __________, ______________, ______________ and ______________.

A short visit was taken to the Machine Shop, Automotive Lab and Electrical Lab of the Vocational Education Area.

Discussion was held on the equipment used for the drafting courses. Generally, the equipment is in good shape. It was noted that materials are stolen from the desk due to the duplication of keys. The size of the drafting tables were too small to handle larger size drawings and were not adjustable. Also, the student did not have the opportunity to use drafting machines.

DRAFTING ADVISORY COMMITTEE - Con't.

Discussion was held on drafting. Basically, the student needs to learn projections, standard lettering, neatness and consistency. In addition, the student should know how to use measuring equipment (micrometers, calipers, etc.), adding and calculating machines. He needs a knowledge of metals and other building materials. Math, some Trig along with spelling are important. A prerequisite for Machine Drafting should be at least one course in Machine Shop. To assist the Architectural Drafting, Building Codes and Basic Electricity should be included.

ELECTRONICS ADVISORY COMMITTEE

The curriculum was discussed. After much discussion on the methods of teaching electricity and electronics and the related subjects needed, it was felt that perhaps there is not enough material available in the lower grades to excite and encourage the students to go into the electronic fields. It was felt that possibly there could be more school assemblies on different phases of electronics which might be one way of getting to the students.

The committee feels that much of our lives today and in the future are centered around electronics and that students should be oriented in this direction the same as students taking college prep courses.

GENERAL OFFICE AND SECRETARIAL ADVISORY COMMITTEE

Discussion:

1. Probation periods for new employees - Necessary atributes
   A. Skills
   B. Personality
   C. Ability to get along with others
   D. Initiative
2. Size of business classes - types of students
3. Math background low in accounting areas.

Recommendations:

1. Penmanship - course in producing students with legible handwriting.
2. Dust covers for typewriters.

HINTS ON THE ORGANIZATIONAL MEETING

The initial meeting is extremely critical as far as maintaining the interest and continued support of the committee members. If the first meeting is well conducted, the new members are well informed by the school, and a degree of rapport is established - continued participation will probably be forthcoming. The following checklist will assist the responsible person in his preparations for the first meeting.

1. Inform each member of the date, time, and place of the meeting several days in advance.
2. Send invitation to school administration.
3. Prepare agenda of the program. (Orientation of the members is the main objective).
    a. Welcome and remarks by the chief school administrator.
    b. Introduction of the members.
    c. Nature and objectives of the school and the specific program.
    d. Brief outline of the standards specified in Federal Acts for Vocational Education and the State Plan for Vocational Education.
    e. Organization of the committee.
    f. Other business.
    g. Set date for the next meeting.
    h. Adjournment.
4. Start and adjourn on time.
5. Arrange for refreshments.
6. Make a friendly phone call to the committee members and thank them for attending.

EXAMPLE AGENDA FOR REGULAR MEETINGS

AGENDA

***

Carpentry Craft Advisory Committee Meeting

(Date)

7:30 p.m. Meeting Called to Order..........................Chairman

Minutes of Last Meeting..........................Secretary

Report of the Sub-Committee on Safety Practices Observed in the School Shop and in Work on Class Project:

Discussion of Report and Recommendations

Additional Tools and Equipment Needed for the Class:

Report or Status of Equipment and Tools on Hand.. ______, Instructor

Discussion and Recommendations

Plans for Class Project for School Year:

Report of Tentative Plans........................______, Principal

Discussion and Recommendations

Other Business

10:00 p.m. Adjournment

EXAMPLE

LETTER OF INVITATION TO ADVISORY COMMITTEE MEETING

(Letterhead)

DATE

NAME
ADDRESS
ADDRESS

Dear _______________:

As a means of keeping you informed of the activities dealing with the program, I am forwarding you a copy of the Annual Report.

In reviewing the report, hopefully you will feel free to make any comment to help improve the program for the 1974-75 year.

I would like to plan an advisory committee meeting for October 14, 1974, at 2 p.m. in Room 120, The Main Building.

The objective of our meeting will center around the following areas:

1. Review of Annual Preport
2. A discussion dealing with the program development and the problems facing the program.

Enclosed is a reply card for your use.

Looking forward to seeing you on Wednesday, October 14.

Sincerely,

(Name)

EXAMPLES

REPLY CARD
FOR ADVISORY COMMITTEE MEETING

(Name of School)

___ Yes, I will attend the Advisory Committee meeting.

___ No, I will not be able to attend the Advisory Committee meeting

Name ______________________________

Address ______________________________

Phone ______________________________

SIXTEEN DO'S AND DON'TS FOR CITIZEN SCHOOL GROUPS

(Based on the experience of 85 towns and cities)

DO	DON'T
Expect the job of organizing a study group to take time. More time spent in the beginning will mean less time wasted in the end. Give the project a chance to grow. Give leadership a chance to emerge.	Be in a hurry or rush others into accepting responsibility before they have a chance to find out how much is involved.
Start with temporary officers--maybe as temporary as for just one meeting; perhaps a host and/or hostess, instead of a chairman. Take turns keeping notes for the first few meetings. Provide ample opportunity for expression of all views.	Try to elect a slate of permanent officers at the first meeting, or try to choose subjects for study before you know what subjects interest the whole town most.
Give the Board of Education, Superintendent of Schools, and other school personnel opportunity at the outset to suggest how you can be most helpful and join in your activities. If their coopertion is not immediately forthcoming, keep trying. Be sure they receive notices of all meeting dates. Remember that independence doesn't rule out interdependence.	Fail continuously to seek cooperation from school authorities. Don't forget that cooperation does not mean domination.
Seek out for commendation areas in which your schools are setting an example for others, as well as areas in which there is room for improvement. Be a fact-finding group, not a fault-finding group.	Carp, critize irresponsibly, or involve personalities.

DO	DON'T
Make membership represent your town, community and education interests, business, labor, churches, organizations, youth, racial and national backgrounds, and all geographic areas. Keep meetings open to interested groups and persons. Build a cross-section membership big enough to do the job you outline for yourselves.	Try to do a board job with only a few chosen members.
DO	DON'T
"Include the opposition in." Invite those who disagree with you to participate in the group. Try to get them to accept responsibility in the group.	Be afraid of opposition or avoid those who disagree with you.
DO	DON'T
Clearly define the purpose, policy, and scope of your group after the first few meetings. This can be amended later, if the interests of the group broaden.	Tackle the job until you have all agreed on precisely what the job is.
DO	DON'T
Choose your subjects for study with reference to the preferences of the entire membership of the group, plus town opinion as sampled by the membership.	Have subjects for study chosen by a small committee and foisted onto the rest of the group.
DO	DON'T
Determine the number of officers needed, the number of sub-committees, etc., with reference to the scope of the job you carve out, in all its aspects.	Hold committee elections in a vacuum or emphasize machinery above subject matter.

DO	DON'T
Elect a responsible steering committee that will coordinate and stimulate the work of all subcommittees, and will authorize, with reference to the whole group, the work of each subcommittee.	Let subcommittees go off on individual tangents which may duplicate the work of other subcommittees.
DO	DON'T
Make liberal use of "live" resources in seeking answers to study-group questions. Consult town and school officials, industry, labor, health and housing authorities, architects, etc.	Rely on printed statistics to provide all the answers.
DO	DON'T
Keep the whole town continuously up-to-date on the methods, findings, activities of the group as you progress. Report to the press. Send speakers to meetings. Hold open forums.	Wait until your study is complete to let others know what you are doing.
DO	DON'T
Be sure final recommendations are based on a factual foundation and represent the views of the entire group in relation to the town. Include study of financial resources which can be tapped to support your recommendations.	Make "wishful" recommendations, which are not related to available sources of income, or to the needs of the town.
DO	DON'T
Officially share final recommendations with school authorities before releasing them generally.	Release final recommendations before school authorities have officially examined them.
DO	DON'T
Develop dramatic means of presenting your final recommendations to the entire town. Plan definite avenues of action leading to adoption of recommendations.	File your recommendations and forget about them.
DO	DON'T
Consider ways in which a school community council can be of permanent service to the town.	Consider your job as finished when you have completed your first full study.

EXAMPLE OCCUPATIONAL ADVISORY COMMITTEE

Guidelines

The Alpena Public School District has the responsibility of operating the Area Vocational Center to serve high school students of the Career Education Planning District (CEPD) #9. At the present time, this involves the school districts of Alcona, Alpena, Atlanta, Hillman, Posen and Rogers City.

From the Michigan Guide for the Administration of Vocational-Technical Education Programs we quote the definition of an Occupational Advisory Committee.

"An Occupational Advisory Committee is a group of representative persons within the educational service area who possess expertise in specific occupations or family of occupations requiring specialized manipulative skills or knowledge and who advise in the development and operation of the instructional program within that specific occupation or family of occupations."

Since advisory committees cannot be considered policy-making groups, many final decisions will be administrative in nature with some final decisions made by the local board of education.

To help us organize our Occupational Advisory Committees for effective operation the following guidelines are recommended:

Each Occupational Advisory Committee shall consist of not more than ten (10) members and not less than five (5). Members will be chosen:

1. On the basis of geographical service area
2. Who are expert in the specific occupation
3. Who are knowledgeable of all occupations which normally may be clustered
4. Who are familiar with licensing agencies if occupations requiring licensing are involved
5. In addition to the above membership, representatives of education and CEPD #9 vocational administration will be members of each committee.

Term of Office

Each member shall serve a two (2) year term. Members are eligible for a second two (2) year term.*

Meetings

A minimum of two meetings will be held per year. It is recommended that additional meetings are called when necessary.

Appointment

Selection of members will be made by the existing (once established) Occupational Advisory Committees and program instructors.

*During the first year one-half (1/2) of the membership will be appointed for one (1) year only.

Officers

Each Occupational Advisory Committee shall elect a chairman and a secretary.

The chairman shall:

1. Call and preside at all committee meetings.
2. Schedule all meetings and make necessary committee assignments.

The Secretary shall:

1. Record concept minutes of each committee meeting.
2. Distribute copies of the minutes to:
    a. Building Principal
    b. Director of Vocational Education
    c. CEPD #9 Coordinator
    d. Department head or representative
    e. Each committee member

Responsibilities of the Committees

1. Make recommendations regarding program content and needed curriculum changes.

One of the great concerns of vocational education today is that the teaching in each course should be consistent with the skills as found in industry today and in the future. In a changing technology the school must reflect the needs of industry through committee members who must provide the necessary information and recommendations to help the school keep pace with the world of work. As society changes, and our job market changes, our course offerings should reflect that change. As new industries and new jobs develop, education must be made aware of these changes so that students can be prepared for these jobs. The Occupational Advisory Committee becomes the source of information for the educator.

2. Recommend equipment and facilities.

In this case it is important that the area vocational center receive guidance and information about equipment and facilities so that the kind and type of equipment reflect the equipment of present day industry. Students receiving instruction on the proper equipment will be job ready upon completion of the course.

3. Provide placement assistance relating to job placement and follow up activities.

You as a committee member will become familiar with what is being taught and also how well it is being taught. You will also be aware of the opportunities in your field, consequently, you can be of help in assisting our placement office in initial placement, as well as follow up.

4. Provide the instructor with necessary information and technical assistance.

Here too the Occupational Advisory Committee member will work closely with the instructors by sharing your expertise and information with the instructor. New methods, ideas and techniques can be brought to the attention of the instructor. Some members may wish to participate in class demonstrations or assist in arranging tours for the class.

5. Assist the instructor and staff in developing performance objectives.

Performance objectives are statements about what the student can do. In all of the vocational areas the employer is concerned about two things; what does the person know and what can he do. The Occupational Advisory Committee should assist in developing statements which will measure what the student can do.

For example, statements such as:

The student will be able to....Install points and plugs and set timing**

....Compose letters

....Operate a cash register

....Turn cylindrical work on a lathe to ±.002

....Identify and score cuts of meat

....Layout a stairway

**Each statement will include operating conditions and evaluation criteria.

An analysis of each area will be necessary. The instructor must have a clear understanding of what to teach and what he wants the student to learn. The committee will help the teacher in setting up these goals.

IMPLEMENTATION RESOURCES
FOR
ACKNOWLEDGING APPRECIATION TO ADVISORY COMMITTEES

To indicate appreciation to members of an advisory committee is one of the most important functions educators can perform in a minimum amount of time. Some of the resources included in the Guide regarding the "Acknowledgement of Appreciation of Advisory Committees" are:

1. Resolution of Appreciation
2. Letter of Appreciation
3. Certificate of Appreciation
4. Letter from Advisory Committee Member

Contributors to this section were:

Gerry Butts - Vocational Director
Alma Public Schools
Alma, Michigan

Paul Gould
Macomb County Community College
Warren, Michigan

Samuel Burt
National Advisory Council on
Vocational Education

NOTE: The examples cited in this section of the Guide are intended to serve as a reference source in the development of your methods of establishing Advisory Committees. They are not the only method of obtaining this goal.

EXAMPLE

LETTER OF APPRECIATION TO ADVISORY COMMITTEE MEMBER

(Letterhead)

DATE

NAME
ADDRESS
ADDRESS

Dear ________________:

I would like to take this opportunity to express my sincere appreciation for your participation with the (name of program or school) Advisory Committee. Your involvement has greatly benefited the program development at our school and the development of education in our community.

To show our appreciation, we would be honored if you would be our guest for the Advisory Committee Dinner on (___date___) at (__location__). We hope to see you then.

Sincerely,

(Name)

EXAMPLE

LETTER OF APPRECIATION FOR BECOMING A MEMBER OF AN ADVISORY COMMITTEE

DATE

NAME
ADDRESS
ADDRESS

Dear _______________:

Thank you for joining with other business, industrial, and community leaders throughout the metropolitan area who have become members of our advisory committee.

The Cooperative Education Program has as its primary objective industrial experience.

To provide you with some additional insight into our Cooperative Program, I am enclosing some material that I hope you might review.

Please feel free to call upon me if I can be of service to you.

Very truly yours,

(Name)

Alma Public Schools

BOARD OF EDUCATION SERVICE AWARD

The Administration and Faculty, through its Vocational
and Occupational Division
Hereby bestows Meritorious Recognition upon

____

For ably serving and supporting our Vocational Programs as a
means of Developing and Implementing Academic and
Occupational Education programs.

SUPERINTENDENT OF SCHOOLS

SCHOOL BOARD PRESIDENT

PRINCIPAL

DIRECTOR OF VOCATIONAL EDUCATION

©GOES 463

LITHO IN U.S.A.

EXTRACTED FROM "NEWS FROM NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION"
July, 1974
Author: Samuel M. Burt

Mr. Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation--if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enought of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate--as you, yourself, stated--"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own or my company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, or a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active particpation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-to-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember--as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter--not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort--as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know before hand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be sur suprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In the final analysis, this is exactly what I want--effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community--my schools and their students.

If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve--particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to extablish the committee in the first place. A poorly used committee is worse than no committee at all--you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

____
Signature

LOCAL ACTION PLAN

Section C

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LOCAL ACTION PLAN

What Is A Local Action Plan?

The two preceding sections provide insights and materials for the effective utilization of advisory committees. The sound/slide presentation and filmstrip with casette tape produced in conjunction with this Guide provide additional direction. Through the use of these materials, it is hoped that both positive and negative aspects of the use of advisory committees has been brought to your attention. Moreover, with the Guide and more specifically the "communication exercises," an attempt was made to develop greater awareness of some of the major functions of advisory committees. This awareness is of little use unless a decision is made to implement the advisory committee concept. In brief, what use are you or your advisory committee(s) willing to make of these resources?

The answer to this question is the central focus of this section on local action planning. The purpose of this section is to present and relate the experiences of these concepts to your own local setting. The idea is not to force individuals to make gradiose public commitments about what he or she will do once the activities of this Guide have been reviewed. Rather, it is intended to let you decide, what changes, if any, you want to make in your community in terms of working with advisory committees. The product of this section is a plan of action. It will be your plan, designed by you or your team, for your use alone.

How Can A Local Action Plan Be Developed?

In order to facilitate the planning process, there are a few steps which hopefully will provide a more detailed understanding of this process. First, you are asked to subjectively graph your assessment of how your advisory committee(s) is currently functioning relative to the eight broad activities presented in Guide. Second, you are asked to chart the level activity where you would like to see your advisory committee(s) in six months. If you feel that your advisory committee(s) is on target, indicate on your chart, "no planned change." If on the other hand, you feel a change is desired, either positive or negative, indicate that movement on the graph. Through this assessment and projection you can conduct an individual, informal needs assessment of your advisory committee(s). It can assist in the establishment of some individual goals and objectives for the advisory group now working in the community, or it can be used to provide an incentive to motivate your advisory group(s) in a more positive direction.

The last portion of the local action planning section is designed to assist in the attainment of the identified goals. In this process consideration must be given to time factors, financial resources, and the personnel implications of your action plan. Perhaps your goals are too optimistic, perhaps your expectations are not optimistic enough, or perhaps they are just right. In any case, it is your action plan and it is only a tool to assist in the development, expansion, and utilization of the advisory committee concept. After you have completed your action plan, use them. They can serve as a guide, a reminder, and as a check list which you can use to evaluate the practical value of these materials.

- What Resources Are Available For Plan Development?

In making these plans, it should be kept in mind that the Michigan Department of Education is a potential resource waiting to serve you. The Vocational-Technical Education Service has program area specialists for every occupational program. These specialists will be able to assist you and your colleagues in carrying out the activities of your action plan. They can supply advice, information, and services to you at no cost to the district. In addition, remember that the Vocational-Technical Education Service can provide financial assistance to local districts in carrying out more in-service education on the use of advisory committees.

Vocational Education Advisory Committees

Needs Assessment on the use of Vocational Advisory Committees in Michigan

Prepared by
Central Michigan University

Leslie H. Cochran, Project Director
L. Allen Phelps, Associate Director
Joseph F. Skupin, Associate Director
Joe K. Yabu, Needs Analyst

Sponsored by Vocational and Technical Education Service of the Michigan Department of Education

ASSESSMENT AND GOAL SETTING

Assessment and goal setting are essential components of a process to bring about meaningful change. It is not a competitive task. Rather, it is designed as an individualized process through which a specific school, institution, program, or district can assess their current level of activity and establish short term or long range goals. The following steps will develop these components on a six-month plan of action basis. (See example, page C-4).

Assessment and Goal Setting

- Fill in the name of your school.
- Indicate the date you have filled out this form.
- List the members of your action plan development team and their position. (Note: For optimum results, it is highly recommended that the team be composed of administrators, teachers, advisory chairman, and other key personnel.)
- Estimate the present level of advisory committee activity, and place a small dot on the appropriate intersection of the grid. This need not be a precise judgment, but a subjective measure of advisory committee activity as viewed by you or your team.
- Do not assess any functions or activities that are not used by your committee(s).
- Connect the assessment dots by means of a solid straight line. Now you have what is called your present assessment of advisory committee utilization.
- Next, project your goals for the listed advisory committee functions or activities. Indicate your projection by placing a small (x) at the level you feel should be attained in six months.
- Connect the small (x's) by means of short straight lines or dashes.
- Now you have given yourself and your team a set of goals to shoot for regarding the utilization of advisory committees.

Example Assessment and Goal Setting.

To aid in the development of a better understanding the assessment and goal setting process, an example is provided on pages C-4 and C-5. This is a hypothetical illustration from Local High School in assessing their present level of advisory committee utilization and projecting their goals as the first step in the development of a local action plan.

The decision of the development team can be illustrated by their position on the course content advisement function items A through D. Increased attention and committee effort will be devoted to these subactivities. On the other hand, item B in the program review function will receive less attention during the next period of evaluation. With these goals and purposes in mind, now is opportune time to complete your own assessment and develop goals for your advisory committee(s). The forms on pages C-6 and C-7 are provided for this purpose.

LOCAL ADVISORY COMMITTEE ACTION PLAN

PART 1--EXAMPLE ASSESSMENT AND GOAL SETTING

School: Local High School
Date: 9-1-74

Action Plan Development Team:

Peter Smith, Principal
Mary Jones, Voc. Dir.
Sam Soski, Voc. Teacher
Larry First, Adv. Comm.
(name) (position)

PURPOSE:

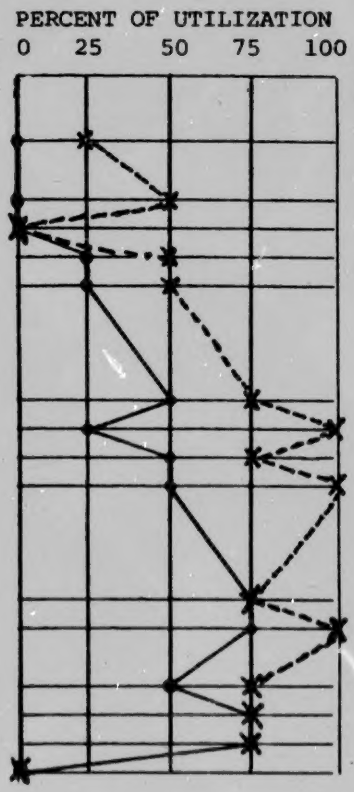
THIS INSTRUMENT IS INTENDED TO PROVIDE AN AVENUE FOR SELF-ASSESSMENT REGARDING THE UTILIZATION COMMONLY PERFORMED BY ADVISORY COMMITTEES, IN ADDITION IT WILL ASSIST IN PROCESS OF ESTABLISHING GOALS FOR THE EFFECTIVE UTILIZATION OF ADVISORY COMMITTEES.

Local Action Plan Assessment For:
(Type of Program)
Drafting
(A) - Occupational Committee ______
(B) - General ______
(Check One)

Code
______Present Assessment
-------Six Month Goal Projection

FUNCTION

1. Occupational Surveys
   - A. Use of the Local Manpower Planning Handbook................................
   - B. Consultation with Michigan Employment Security Commission....................
   - C. Use of Occupational Outlook Handbook....
   - D. Surveys Community Needs.................
   - E. Use of Community Survey Data............
2. Course Content Advisement
   - A. Identification of Occupational Competencies............................
   - B. Development of Program Goal Statements..
   - C. Review of Topical Outlines..............
   - D. Review of Performance Objectives........
3. Student Placement
   - A. Organization of Employer-Student Conferences............................
   - B. Notification of Job Openings............
   - C. Writing Recommendation Letters for Students..............................
   - D. Employment of Graduates.................
   - E. Review of Follow-up Studies.............
   - F. Liaison with MESC.......................



FUNCTION

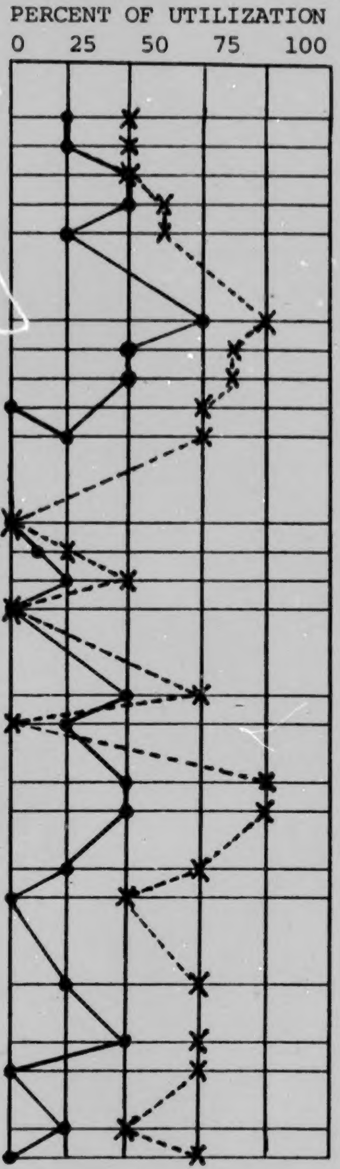
4. Community Public Relations
   A. Speaking to Civic Groups..................
   B. Input at Program Funding Activities.......
   C. Input at Public Hearings..................
   D. Promoting the Program Via the Media.......
   E. Development of Promotional Materials......

5. Equipment and Facilities
   A. Review of Equipment and Facilities........
   B. Survey of Equipment and Industry.........
   C. Suggesting Equipment Replacement.........
   D. Calculation of Depreciation Allowances....
   E. Soliciting Equipment Donations...........

6. Program Staffing
   A. Review of Teacher Selection Criteria......
   B. Suggesting Recuitment Policies..........
   C. Recommending Potential Candidates.........
   D. Review of Teaching Applicants............

7. Program Review
   A. Evaluation of Student Performance.........
   B. Evaluation of Teacher Performance.........
   C. Use of Annual State Department Review Questionnaire..........................
   D. Suggestions for Program Improvement.......
   E. Comparing Accomplishments with Stated Objectivies............................
   F. Making Periodic Reports to Administration.

8. Community Resources
   A. Arranging Field Trips....................
   B. Recommending Potential Co-op Work Stations...............................
   C. Identifying Community Resources..........
   D. Obtaining Personnel for Classroom Presentations............................
   E. Obtaining Consultants for Teachers.......



LOCAL ADVISORY COMMITTEE ACTION PLAN

PART 2--ASSESSMENT AND GOAL SETTING DEVELOPMENT

Action Plan Development Team:

School: ______________________________

Date: ______________________________

______________________________, ________________

______________________________, ________________

______________________________, ________________

______________________________, ________________

PURPOSE:

THIS INSTRUMENT IS INTENDED TO PROVIDE AN AVENUE FOR SELF-ASSESSMENT REGARDING THE UTILIZATION COMMONLY PERFORMED BY ADVISORY COMMITTEES, IN ADDITION IT WILL ASSIST IN PROCESS OF ESTABLISHING GOALS FOR THE EFFECTIVE UTILIZATION OF ADVISORY COMMITTEES.

Local Action Plan Assessment For:
(Type of Program)

____

(A) - Occupational Committee____________

(B) - General__________

(Check One)

Code

__________Present Assessment

---------Six Month Goal Projection

FUNCTION	PERCENT OF UTILIZATION				
	0	25	50	75	100
1. Occupational Surveys					
A. Use of the Local Manpower Planning Handbook........................					
B. Consultation with Michigan Employment Security Commission...........					
C. Use of Occupational Handbook........					
D. Surveys Community Needs............					
E. Use of Community Survey Data........					
2. Course Content Advisement					
A. Identification of Occupational Competencies.......................					
B. Development of Program Goal Statements.............................					
C. Review of Topical Outlines..........					
D. Review of Performance Objectives....					
3. Student Placement					
A. Organization of Employer-Student Conferences........................					
B. Notification of Job Openings........					
C. Writing Recommendation Letters for Students...........................					
D. Employment of Graduates............					
E. Review of Follow-up Studies.........					
F. Liaison with MESC..................					

FUNCTION	PERCENT OF UTILIZATION				
	0	25	50	75	100
4. Community Public Relations					
A. Speaking to Civic Groups					
B. Input at Program Funding Activities					
C. Input at Public Hearings					
D. Promoting the Program Via the Media					
E. Development of Promotional Materials					
5. Equipment and Facilities					
A. Review of Equipment and Facilities					
B. Survey of Equipment and Industry					
C. Suggesting Equipment Replacement					
D. Calculation of Depreciation Allowances					
E. Soliciting Equipment Donations					
6. Program Staffing					
A. Review of Teacher Selection Criteria					
B. Suggesting Recuitment Policities					
C. Recommending Potential Candidates					
D. Review of Teaching Applicants					
7. Program Review					
A. Evaluation of Student Performance					
B. Evaluation of Teacher Performance					
C. Use of Annual State Department Review Questionnaire					
D. Suggestions for Program Improvement					
E. Comparing Accomplishments with Stated Objectives					
F. Making Periodic Reports to Administration					
8. Community Resources					
A. Arranging Field Trips					
B. Recommending Potential Co-op Work Stations					
C. Identifying Community Resources					
D. Obtaining Personnel for Classroom Presentations					
E. Obtaining Consultants for Teachers					

STRATEGIES FOR PLAN DEVELOPMENT

This segment of the local action plan has been developed specifically to offer examples of the development of advisory committees. The examples that are included in this Guide are:

I. Selecting an advisory committee for a drafting program
II. Conducting an advisory committee meeting
III. Initiating and conducting an occupational survey for a drafting program.

As illustrated on the following pages, this approach to local action planning includes specific examples concerning action plan goals, strategies for goal attainment, goal attainment criteria and measurement techniques, and areas dealing with a project timetable and a priority listing. Moreover, to support the strategies for goal attainment the Implementation Resources section of the Guide include examples of many of the items presented in this section.

It is anticipated that each action plan team will review the examples cited in this section and then briefly discuss these examples in order to determine the value of these examples to each particular situation. If, however, the action plan team cannot relate these examples to their situation, the format may be used to develop additional strategies that have more direct implications for their area of concern.

LOCAL ADVISORY COMMITTEE ACTION PLAN
PART 3 - STRATEGY EXAMPLE

School: Local High School
Date: 9-1-74

Action Plan Development Team:

Peter Smith, Principal
Mary Jones, Voc. Dir.
Sam Soski, Voc. Teacher
Larry First, Adv. Com.
(name) (position)

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority*
			Initiation	Completion	
I. Select an advisory committee for drafting program.	1. Solicit names of prospective members from various community groups and local industries with prospective members.	Were names and titles obtained?			
	2. Send letter of invitation to prospective advisory committee members.	Did advisory committee member accept the invitations?	9-15-74		1
	3. Discuss individually the function and role of the committee.	Were individual discussion held?			
	4. Send follow-up letter for appreciation of involvement together with timetable of advisory committee meetings.	Are the times and dates of advisory committee meetings acceptable to majority of members?	10-01-74	10-12-74	
Supportive Guide Resources					
Section B--Implementation Resources. "Do We Really Care?" Sound/slide or film strip					

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. These goals which are most important should be pursued first.)

LOCAL ADVISORY COMMITTEE ACTION PLAN

PART 3 - STRATEGY EXAMPLE

School: Local High School

Date: 9-1-74

Action Plan Development Team:

Peter Smith, Principal
Mary Jones, Voc. Dir.
Sam Soski, Voc. Teacher
Larry First, Adv. Com.
(name) (position)

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority*
			Initiation	Completion	
II. Conduct an organizational advisory committee meeting.	1. Arrange for meeting place.		10-15-74		2
	2. Send out announcement of meeting with proposed agenda and return post card.		10-22-74		
	3. Have agenda printed.	Was agenda ready?	10-25-74	10-27-74	
	4. Set up room.	Was room prepared in time?	11-01-74	11-01-74	
	5. Call meeting to order, handle introductions and introduce "Do We Really Care" (sound/slide program).				
Supportive Guide Resources	6. Have committee select a chairman.	Did committee select a chairman?		11-01-74	
Section B-Implementation Resources. "Do We Really Care?" Sound/slide or film strip	7. Organizational committee meeting conducted.	Was the meeting conducted? Were appropriate organizational details taken care of?		11-01-74	

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. These goals which are most important should be pursued first).

LOCAL ADVISORY COMMITTEE ACTION PLAN
PART 3 - STRATEGY EXAMPLE

School: Local High School
Date: 9-1-74

Action Plan Development Team:

Peter Smith, Principal
Mary Jones, Voc. Dir.
Sam Soski, Voc. Teacher
Larry First, Adv. Com.
(name) (position)

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable Initiation	Projected Timetable Completion	Priority*
III. Initiate and conduct an occupational demand survey for the drafting program.	1. Present ideas to committee at next meeting.	Did the committee adopt the idea?	11-01-74		3
	2. Develop a written committee rationale for conducting the survey.	Was the rationale developed?			
	3. Submit rationale to Director for general approval and financial and staff support.	Was the written rationale accepted? Was the necessary financial/staff support provided?	11-30-74		
	4. Committee discusses appropriate items to be included on survey or questions to be answered by the survey.				
	5. Survey is conducted.	Was the survey conducted?	1-15-75	3-18-75	
Supportive Guide Resources	6. Survey data is reviewed by committee.		3-20-75		
Section B-Implementation Resources. "Do We Really Care?" Sound/slide or film strip	7. Survey report is formulated.	Was the report completed?	3-25-75	3-31-75	
	8. Committee submits report to the administration outlining needed changes in: a. specific course content b. additional courses c. deletable courses	Was the report submitted? Were the recommendations accepted by the administration? Were the recommendations implemented? To what degree?	4-17-75		

PLAN DEVELOPMENT

The plan development segment of the Local Action Plan is designed to bridge the gap between the Guide and the implementation of the elements in the Guide. Throughout this visual presentation, it is expected that each action plan team will effectively;

a) Assess the present level of utilization of advisory committees by means of Part 2 of the Local Action Plan.
b) Set realistic goals for the unit by means of the format provided with Part 2 of the Local Action Plan.
c) Review the strategy examples described in that segment of the Local Action Plan (Part 3).
d) Bridge the gap between the strategy examples and the real goals set in Part 2 of the local action plan by means of completing the blank plan development forms (Part 4) provided for the use of the team.

The process involved in the formulation of the local action plan serve as the final evaluation measure of the Guide. Without plan development, the Guide serves only as a volume of exercise and implementtation resources. With plan development, however, the Guide can be utilized as an effective tool that structures the exercises and resources into a planned, visually presented set of goals, strategies, criteria, timetables, and priorities. Thus once detailed, the Plan serves as the single most important step in improving the level of advisory committee activity.

LOCAL ADVISORY COMMITTEE ACTION PLAN
PART 4 - Plan Development

School: ______________________

Date: ______________________

Action Plan Development Team:

______________________, ______________
(name) (position)

______________________, ______________

______________________, ______________

______________________, ______________

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority*
			Initiation	Completion	

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. Those goals which are most important should be pursued first.)

LOCAL ADVISORY COMMITTEE ACTION PLAN
PART 4 - Plan Development

School: ______________________

Date: ______________________

Action Plan Development Team:

______________________, ______________________
(name) (position)
______________________, ______________________
______________________, ______________________
______________________, ______________________

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority *
			Initiation	Completion	

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. These goals which are most important should be pursued first.)

LOCAL ADVISORY COMMITTEE ACTION PLAN
Part 4 - Plan Development

School: ______________________

Date: ______________________

Action Plan Development Team:

______________________, ______________________
(name) (position)

______________________, ______________________

______________________, ______________________

______________________, ______________________

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority*
			Initiation	Completion	

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. These goals which are most important should be pursued first.)

Preface

Since the inception of vocational education, the need for advisory committees has been cited as an integral aspect of an effective program. While programs have gained varying degrees of success without their use, they have typically experienced broader support and effectiveness with the initiation of an advisory committee. Practical experience and recent surveys further emphasize the position that this significant programmatic factor cannot be left to chance since an obvious need for effective advisory committees permeates all of vocational education.

The ineffective use of advisory committees in Michigan provided a base for the Vocational Education Committee at Central Michigan University to develop a proposal in an attempt to: 1) systematically collect data related to the problem, 2) develop self-instructional modules to adequately prepare vocational educators in the effective use of advisory committees, 3) provide regionally based in-service programs for current vocational educators, and 4) serve as a coordinating agent in a statewide effort to make advisory committees an integral component of all vocational education programs in the State.

The assessment study which follows is an integral component of the Vocational Education Advisory Committee Project funded by the Vocational and Technical Education Service, Michigan Department of Education. Its purpose is to provide the data base indicated in point one above to provide a research orientation for the development of materials to be utilized in points two, three, and four.

LHC

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Acknowledgements

This assessment study would have been impossible to complete without the assistance of numerous colleagues and educational leaders throughout the State of Michigan. The authors are indeed grateful to the many individuals who made this study possible.

Special recognition is given to the hundreds of individuals involved in local vocational education programs in the State that provided the data base for the study. This included individuals representing labor, business and industry, vocational directors, occupational deans, vocational teachers, school superintendents, community college presidents, board members, and trustees.

The design, organization, and data collection process of the study were made possible through the leadership of Drs. Joe Yabu, Needs Analyst, and David Addison, Needs Consultant. Their expertise made possible the narration and implications developed by the authors. Further, considerable insight was provided by State Department of Education personnel and members of the Vocational Education Advisory Committee Project Steering Committee.

Leslie H. Cochran
L. Allen Phelps
Joseph F. Skupin, Jr.

PART I

THE NEED FOR AND USE OF VOCATIONAL EDUCATION ADVISORY COMMITTEES

The practice of utilizing advisory committees for conducting programs of vocational education in the United States has been common since the inception of vocational education. The development and improvement of quality programs of vocational education, which adequately prepare persons for employment, is highly dependent upon the close working relationship between education, industry, business, and labor.

In support of this position, the Michigan State Plan for Vocational-Technical Education, 1973-74, stated that local educational agencies will be served by specific occupational advisory committees which should assist in planning, developing, and evaluation of each vocational education program. Research has shown repeatedly that although most school districts and community colleges in the State of Michigan have advisory committees on paper, many of them are dysfunctional and do not accomplish the purposes for which they were established. Effective advisory committees, however, can serve many functions and be especially useful in assisting with curriculum development, facility planning, cooperative work experience program development, and public relations.

Studies have revealed that an unusually large portion of the vocational teachers and vocational administrators continue to plan, staff, and equip their programs without any or only limited input from advisory committees. The reasons for the lack of usage of these committees varies from community to community. In general, however, the common pitfalls may be summarized as 1) a large number of local vocational educators do not recognize the total value and implications of having an active, functioning advisory committee; 2) many local vocational educators do not have the time nor expertise to communicate with advisory committees; 3) a large number of local vocational educators do not possess the abilities to adequately fulfill their leadership roles regarding the development and utilization of advisory committees; 4) the general feeling among those vocational educators who are not able to satisfactorily utilize their advisory committees is one of having a "paper committee" is better than no committee at all; 5) due to the misconception of some vocational educators regarding vocational advisory committees, they are simply not familiar with the role of the advisory committee member; and 6) many members of advisory groups do not understand their function in the educational development of vocational programs.

STATEMENT OF THE PROBLEM

Practical experience, research, and the demonstrated success of the effective use of vocational advisory committees have emphasized the important role of advisory committees in a vocational education program. This needs assessment was not designed to answer all questions related to the use of advisory committees, but to focus on specific areas of concern in an attempt to provide a research base for the development of in-service and self-instructional modules. Questions that were asked include: What is the current use of, degree of commitment to, and the perceived utilization of vocational advisory committees? What are the significant roles, responsibilities, characteristics, procedures, and techniques required to effectively maintain a vocational advisory committee? These questions, along with the earlier cited reasons for lack of usage, provide direction for the collection of information and data related to the three major purposes of the study:

1. To determine the degree to which vocational teachers and administrators use committees in planning, equipping, staffing, and reviewing local vocational education programs;
2. To determine the perceived utilization or lack of utilization of existing advisory committees in planning, equipping, staffing, and reviewing local vocational programs; and
3. To determine the degree of commitment toward the concept of using local advisory committees for planning, equipping, staffing, and reviewing local vocational programs.

REVIEW OF THE LITERATURE

A review of the literature was conducted to ascertain the implications of previous studies, research, and other publications with respect to the purpose of the study. The review of literature was concerned with the function and utilization of vocational education advisory committees. More specifically, the review was not exhaustive but selective, and focused on the function of local vocational education advisory committees and the perceived utilization of local vocational education advisory committees.

Functions of Vocational Advisory Committees--Occupational programs, whether at the secondary school or community college level, are more vulnerable to becoming outdated than are many of the other academic programs offered by these institutions. The rapid changes occuring in technological society suggest the need for administrators, citizens, and faculty, alike, to be apprised of the new directions so these can be incorporated into the occupational and/or vocational program. It is an absolute necessity for educational personnel to turn to those in business, industry, and labor to establish or maintain current, up-to-date vocational programs. Through such interaction, educators can provide the type of leadership required for an effective educational program. An advisory committee does not usurp the role of the occupational administrator, rather it is exactly as the name implies--an advisory committee not an administrative body. Golden (1970) stated that the main function of the advisory committee is to advise and counsel the educational system's staff in planning, implementing, and maintaining vocational and technical programs. Some specific functions as stated by Golden are to:

1. Advise on curriculum;
2. Advise on materials, facilities, and financing;
3. Assist in securing local cooperation;
4. Assist in community surveys;
5. Assist in program evaluation; and
6. Assist in public relations (p.10).

As defined in the Administrative Guide for Vocational Education (1973) by the Michigan Department of Education, the committee's purpose is to

> . . . assist in the determination of the vocational education needs for the district, including the needs of the disadvantaged and handicapped youth and adults. Functions of advisory committees may include, but not be limited to: 1) occupational surveys, 2) course content, 3) placement of students, 4) public information, 5) equipment selection, 6) evaluation of program, and 7) community resources (p. F-01).

Martin and Stephens (1971) distinguished the functions of vocational advisory committees according to the types of committees, but were in general agreement with those stated in the Michigan Administrative Guide for Vocational Education. Some additional areas of advisement considered by Martin and Stephens for advisory committee members were:

1. Qualification of teachers,
2. Standards for completion of certification,
3. Helping to plan shop layout and the type of equipment,
4. Assisting with teacher recruitment, and
5. Providing financial support (pp. 11-12).

Samuel M. Burt (1967) viewed the effectiveness of the involvement and participation of industrial representatives as the determinate of the effectiveness of the occupational program for developing manpower resources (p. 3). From the point of the manpower needs of the community, effective use of an advisory committee is essential. No number of educational administrators can accomplish the advantages gained by the use of an advisory committee. A practical point to consider (Bull, 1973) is the laymen "will talk and they will evaluate, whether they are informed or not" (pp. 28-29); therefore, local vocational education advisory committee members should be involved since the educational process benefits from both the public support and involvement and input lay people offer.

Perceived Utilization of Vocational Advisory Committees--The Michigan Department of Education (1968) in a publication entitled A Guide to Establishing Vocational-Technical Advisory Committees stressed the utilization of advisory committees by stating that

> . . . advisory committees have been accepted and encouraged as a desirable device for establishing and conducting a vocational education program. The State Plan for Vocational Education in Michigan, revised to implement the Vocational Education Act of 1963, specifies that advisory assistance will be used in the development and operation of programs of vocational instruction (p. 1).

This particular publication was prepared to assist local administrators in the systematic organization and effective use of advisory committees in vocational education programs.

Fuller (1971) stated that almost universal agreement existed that the public should be involved in and concerned with education at every level. This is particularly true with vocational education for it is dedicated to the preparation of individuals for the world of work and is required to turn to those who represent the world of work for advice and information. If the vocational program is to be functionally related to occupational conditions, the necessity for the use of local vocational advisory committees is clear. (Evans (1971) in Foundations of Vocational Education further emphasized the role of advisory committees as he pointed out that the earliest proponents of vocational education in the schools recognized that, if school administrators and teachers attempted to set up vocational education programs without advice from employers and employees, two major problems would probably occur:

> 1. Programs might be established which did not meet local manpower needs.
>
> 2. Employers and employees, not having been involved, would regard vocational education as "their program" rather than as "our program" (p. 276).

The effective utilization of local vocational advisory committees should preclude either of these two possibilities. As Rogan (1973) stated in a recent evaluation study of local vocational advisory committees in Michigan, "Unfortunately, but realistically, it cannot be assumed that the mere existence of an advisory council guarantees the effective functioning [or utilization] of that council" (p. 15). Cases of effective utilization of vocational advisory committees have been cited, but these were still considered rare exceptions rather than the rule. Similarly, in other cases duplication has resulted from uncoordinated efforts. For example, (Burt, 1967):

> In some large school systems with secondary vocational schools, area vocational schools, and technical institutes, each type of school may have different occupational advisory committees for similar programs. Yet, little if any effort is made to coordinate the activities of the advisory committees (p. 9).

Effective coordination of local vocational education programs is further impeded because of strong differences of opinion among vocational educators responsible for various types of programs and the objectives of these programs. Burt (1967) suggested the utilization of a general advisory committee to advise and counsel the groups of uncoordinated programs. However, "There is little literature on the subject of general advisory committees;

therefore, various school systems will have to experiment with methods for achieving effective utilization of such committees" (pp. 10-11). Burt's perception as to the utilization of local vocational advisory committees was expressed concisely and summarized the need for more study in this area when he stated that such

> . . . committees have proven to be a cumbersome technique for achieving many of the objectives and benefits which can be derived from industry involvement and participation in vocational and technical education....The prodigious amount of time and effort required for educators to develop formal, organized relationships with industry in the form of advisory committees has frequently mitigated against any continuing effort....This is true even in many local schools and school systems where state law requires the organization of local advisory committees. Many of these committees simply exist on paper (pp. 8-9).

PART II

METHODS AND PROCEDURES FOR COLLECTING AND ANALYZING DATA ON THE USE OF VOCATIONAL EDUCATION ADVISORY COMMITTEES IN MICHIGAN

The timing and duration of this assessment placed an extreme burden on the project staff and the individuals in the sample due to the data having been collected at the end of the school year. While several measures were taken to lessen the demands upon the sample and to lengthen the period of data collection, it was assumed that several instruments would not be returned. For this reason, it was decided that data should be collected from a wide sample of secondary and post-secondary vocational directors, community college occupational deans, school superintendents, and community college presidents in the State. A random sampling process, described in the section on "Data Collection Instruments," was used to obtain this input from educational personnel associated with vocational education programs and members of existing vocational advisory committees. These six groups comprised the total sample for the study.

DEFINITION OF TERMS

To insure internal consistency in the assessment study, two critical definitions were accepted from the American Vocational Association publication entitled Definition of Terms in Vocational-Technical and Practical Arts Education (1968). These were:

> General Advisory Committee. A group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the vocational program. Members are representation of the people who are interested in the activities with which the vocational program is concerned (p. 3).

Occupational Advisory Committee. A group of local craftsmen, selected from specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management (p. 7).

DATA COLLECTION INSTRUMENTS

Based on purposes of the study, the population to be served, and the methodology to be employed, the Needs Analyst and Needs Consultant prepared draft copies of the data collection instruments. In concert with the Project Steering Committee and State Department personnel, the project staff collected various comments, critiqued the materials, and developed the final instruments. This was supplemented by informal interviews and discussions with other individuals associated with advisory committee activities in the State. Six packages were developed as the primary data collection sources.

Vocational Directors--Package One and Two--One of these packages was sent to each of the vocational directors in seventy-eight school districts and fifteen area vocational centers in the State. Each package contained a separate questionnaire for the vocational director, a vocational teacher, and an advisory committee member from business and industry or labor. The cover letter for the entire package requested that the vocational director distribute the self-contained packages to the vocational teacher and advisory committee member. While this process was delimiting because of the lack of follow-up capabilities, it was felt to be essential to provide maximum input from those typically involved in advisory committee activities. Package One and Two differed in one respect as the directions for Package One requested that the directors in thirty-eight school districts and seven area vocational centers distribute their materials to individuals they felt were effectively involved in an advisory committee. Package Two was sent to the remainder of the sample with the directions that these materials be distributed to individuals they felt were not effectively involved in an advisory committee. Both packages were mailed to the sample on May 31, 1974.

In addition, ten packages containing questionnaires for the vocational director and advisory committee members were hand delivered to the Detroit Public Schools on June 4, 1974. This added sampling procedure was recommended by the Project Steering Committee because of the short duration of the study and the size and complexity of the Detroit System.

Occupational Deans--Package Three and Four--One of these packages was sent to each of the occupational deans in the thirty community colleges in the State. Each package contained a separate questionnaire for the occupational dean, a vocational instructor, and an advisory committee member from business and industry or labor. The cover letter for the entire package was similar to that sent to vocational directors except, in this case, fifteen occupational deans were requested to distribute their materials to instructors and advisory committee members that were effectively involved in advisory committee activities (Package Three). The remaining fifteen occupational deans were requested to distribute their materials to individuals that were not effectively involved in advisory committee activities (Package Four). Both packages were mailed on May 31, 1974.

Superintendents of Schools--Package Five--This package was distributed to the ninety-three superintendents representing the forty-five districts utilized in Package One and the remaining districts utilized in Package Two. This package was mailed on May 31, 1974, and included a questionnaire for the superintendent and directions to forward a second questionnaire to a board of education member.

Community College Presidents--Package Six--Package Six was similar to Package Five sent to superintendents, except that it was sent to the thirty community college presidents in the State with a request that they forward the second questionnaire to a board or trustee member. Again, these were mailed on May 31, 1974.

DATA COLLECTION FOLLOW-UP

The initial date of return for all instruments was established as June 10, 1974. In an attempt to obtain the optimum possible response to the questionnaires, two methods of follow-up were utilized: 1) Follow-up letters were sent on June 12, 1974, to all vocational directors and occupational deans initially contacted. This was a request for them to complete their own instrument, if it had not been completed, and to encourage those that had received questionnaires to complete their instrument. 2) On June 17, 1974, a telephone call follow-up was initiated to contact vocational directors and occupational deans in systems from which responses had not been received. Responses to these follow-up efforts were accepted as a part of the study until June 24, 1974.

DATA BASE

The findings presented in the following parts of this report are based on the data collected through the initial and follow-up efforts of the study.

In summary these are as follows:

Respondent	Number Mailed	Number Returned	Percentage
School Superintendent	78	54	69.3
School Board Members	78	33	42.3
Community College Presidents	30	18	61.4
Board of Trustees Members	30	14	46.7
Secondary Vocational Education Programs			
Director	103	56	54.4
Teachers on non-effective advisory committees	48	21	43.8
Teachers on effective advisory committees	45	22	48.9
Advisory committee member from labor	50	12	24.0
Advisory committee member from business and industry	53	8	15.1
Post Secondary Vocational Edu. Programs			
Occupational Dean	30	13	43.3
Teachers on non-effective advisory committees	15	5	33.3
Teachers on effective advisory committees	15	4	26.6
Advisory committee member from business and labor	15	4	26.6
Advisory committee member from industry	15	4	26.6
Direct Mailings	241	141	58.5
Indirect Distribution	364	127	34.9

DATA ANALYSIS

The data collected in the study were analyzed using four basic approaches. This was an attempt to combine both statistical and interpretive treatment of the data. 1) Correlation of Ranking. Spearman Rank Order Correlations were calculated between the "existing" and "suggested" degree of use ranking for each respondent category. These were completed for data collected from both secondary and post-secondary sources. In addition, correlations were made between the "suggested" rankings of the two groups. 2) Analysis of Mean Rank Differences. This analysis attempted to identify which of the forty-one specific committee functions had the largest and the smallest discrepancy of agreement between "existing" and "suggested" degrees of use across all respondent groups. 3) Ranking of Items. The returns from the vocational directors and occupational deans were tablulated according to the various respondent categories. For each item in the questionnaire, a ranking was made of the number of times respondents rated items as "frequent" for both "existing" and "suggested" degree of use. 4) Comment Interpretation. The statistical analysis provided a sound research base for the study; however, several open-ended questions were asked in the instruments to provide opportunity for those in the sample to expand upon this base.

DATA INTERPRETATION

This study attempted to assess the current use of, degree of commitment to, and perceived utilization of vocational education advisory committees in Michigan. The assessment of needs of and for advisory committees was utilized in making decisions regarding informational content and specific competencies to be included in a series of in-service training materials and workshops for vocational educators.

Parts III, IV, and V of this report summarize the assessment study in terms of its three major objectives. For each objective, a summary of the data collection efforts and the outcomes realized for each objective is provided. The in-service participant competencies, as well as the supportive rationale for identification of each competency, are also included.

REPORT PREPARATION AND DISSEMINATION

The data collected through the various instruments were classified, tabulated, and statistically treated by the project staff. This was placed in draft form and distributed to the Project Advisory Committee and personnel from the Michigan Department of Education. (For research purposes, the data are available on loan basis from the Project Office.) Summaries of the study were sent to those initially contacted in the study, Michigan Department of Education personnel, university vocational teacher education personnel in the State, national vocational education dissemination centers, and other persons that had indicated an interest in the study.

PART III

THE DEGREE TO WHICH VOCATIONAL ADVISORY COMMITTEES ARE USED IN MICHIGAN

A review of the current edition of the Michigan Administrative Guide for Vocational Education and other related publications produced the following eight major functions recommended for advisory committee action.

1. Occupational surveys
2. Course content advisement
3. Student placement
4. Community public relations
5. Equipment and facilities
6. Program staffing
7. Program review
8. Obtaining community resources

For the purposes of this study, these functions were expanded to include forty-one subactivities that were commonly performed. To determine the current degree to which vocational advisory committees were making use of these activities, a basic questionnaire (see Appendix A) was sent to individuals involved in vocational education throughout the State. These individuals were asked to rate the forty-one activities according to their current usage: "never," "infrequently," and "frequently." The responses in the "frequently" column formed the basis for the findings and implications presented in this Part.

OCCUPATIONAL SURVEYS

There were five subactivities identified under the major function of occupational surveys. These were:

Use of Michigan Manpower Development Handbook
Consultation with Michigan Employment Security Commission
Use of Occupational Outlook Handbook
Surveys Community Needs
Use of Community Survey Data

Vocational Directors and Occupational Deans--In respect to the subactivities under occupational surveys, both vocational directors and occupational deans took almost identical positions. For example, 12.5 to 15.4 percent of the groups indicated that they used the Michigan Manpower Development Handbook frequently. The other items were used frequently by the groups in a similar manner, ranging from 23 percent to 38 percent usage.

Vocational Teachers on Advisory Committees--In general there was agreement between vocational teachers whether they were serving on a secondary or post-secondary advisory committee on the use of these subactivities. Again, the Michigan Manpower Development Handbook received the lowest degree of use, ranging from 0 to 4.8 percent frequent usage. While not significant, there was a tendency for those teachers viewed as serving on effective advisory committees to make greater use of community survey data when compared to non-effective advisory committees (31.8 percent to 19.0 percent).

Advisory Committee Members from Labor, Business and Industry--Individuals serving on advisory committees at both the secondary and post-secondary level agreed on the frequent usage of these subactivities. Only the use of survey community needs data was rated consistently high (50.0 to 75.0 percent used frequently) by these groups. This was consistently higher than the use made by either vocational teacher or administrative personnel. In addition, there was a noticeable tendency of individuals from labor to make greater use of the Occupational Outlook Handbook than their counterparts from business and industry (41.7 percent to 12.5 percent).

Outcomes and Implications--From the data collected, it was evident that advisory committee members do not make frequent use of the subactivities under occupational surveys. On the average it might be expected that only 20 to 30 percent of the individuals on a typical advisory committee would make use of such resources. The greatest needs, in this respect, related to the use of the Manpower Development Handbook, the Occupational Outlook Handbook, community survey data, and the designing of community assessment studies.

COURSE CONTENT ADVISEMENT

Under the major function of course content advisement, the following four subactivities were used to determine the degree of involvement of advisory committees in this task.

Identification of Occupational Competencies
Development of Program Goal Statements
Review of Topical Outlines
Review of Performance Objectives

Vocational Directors and Occupational Deans--In general, vocational directors and occupational deans ranked the subactivities under this function as their most frequent degree of involvement. The identification of occupational competencies was one of the most frequently rated items out of all of the forty-one subactivities (directors, 75.0 percent and deans, 61.5 percent). The frequently ratings for the remaining subactivities ranged from 30.8 percent to 55.4 percent with the review of performance objectives receiving the lowest ratings from both groups for subactivities under this function.

Vocational Teachers on Advisory Committees--Teachers at the secondary level took an even stronger position on these subactivities than did their directors. There was also a significant difference between the perceptions of teachers on effective and non-effective advisory committees. Effective teachers consistently rated these items as frequently performed (63.6 percent to 68.2 percent range), while the teacher's ratings in noneffective groups fluctuated from 33.3 percent to 52.4 percent. The data from teachers at the post-secondary level was inconclusive, although they seemed to place less emphasis on these subactivities.

Advisory Committee Members from Labor, Business and Industry--Individuals representing these segments tended to place less emphasis on these subactivities than did teachers and administrators. The frequently ratings, however, supported a high level of emphasis on these subactivities. It was interesting to note that representative from business and industry rated the review of topical outlines at the 87.5 percent level (highest of all activities), while the representatives from labor rated it at the 41.7 percent level.

Outcomes and Implications--The data revealed that in general the course content advisement subactivities were the most frequently performed tasks. Approximately 40 to 60 percent of all members made frequent use of these activities. The most important subactivity to be performed under this function was the identification of occupational competencies.

STUDENT PLACEMENT

To determine the degree of advisory committee involvement in student placement, the following six subactivities were used:

Organization of Employer-Student Conferences
Notification of Job Openings
Writing Recommendation Letters for Students
Employment of Graduates
Review of Follow-up Studies
Liaison with Michigan Employment Security Commission

Vocational Directors and Occupational Deans--In respect to their frequent involvement in four subactivities (organization of employer/student conferences, notification of job opening, review of follow-up studies, and liaison with Michigan Employment Security Commission), vocational directors and occupational deans were in agreement. Their involvement ranged from 23.1 percent to 46.7 percent. The frequent involvement in writing recommendation for students varied considerably (vocational directors, 14.3 percent; occupation deans, 61.5 percent). On the converse, vocational directors were frequently involved, 64.3 percent, in the employment of graduates while occupational deans rated their activity as 30.8 percent.

Vocational Teachers on Advisory Committees--The frequent ratings for vocational teachers on these subactivities paralleled that of their administrative counterparts, with two notable exceptions. First, they had far less involvement with the Michigan Employment Security Commission (4.5 percent compared to 23.2 percent). Second, the frequent rating for effective teachers was similar to that of their directors for the employment of graduates (59.1 percent), but for noneffective teachers their rating was only 23.8 percent.

Advisory Committee Members from Labor, Business and Industry--Individuals at the secondary level representing these segments of the advisory committee tended to agree on their current involvement with these subactivities. Both had frequent ratings of approximately 25 percent on items related to employer/student conferences, follow-up studies, and MESC liaison and 50 percent ratings on the notification of job openings and employment of graduates. The major distinction between the groups was in the area of writing letters of recommendation for students (labor, 25.0 percent; business and industry, 62.5 percent). Members serving on post-secondary committees tended to place more emphasis on each of the subactivities that did their counterparts at the secondary level.

Outcomes and Implications--The data revealed considerable variance in the degree to which advisory committee members were involved in the student placement function. While only a moderate commitment was evidenced from the total group, various segments of members seemed to have particular interests. Each of the groups rated one of the subactivities as one of the top six activities (out of forty-one) in which they were involved, but there was not agreement between any of the groups.

COMMUNITY PUBLIC RELATIONS

Five subactivities were used under the community public relations function to determine the degree to which advisory committee members were involved in these areas of participation:

Speaking to Civic Groups
Input at Public Funding Activities
Input at Public Hearings
Promoting the Program via the Media
Development of Promotional Materials

Vocational Directors and Occupational Deans--The responses to the subactivities under the community public relations function as a group represented the second lowest rating of all functions as measured by vocational director and occupational dean input. Only the program staffing function demonstrated a lower usage factor. The frequent ratings for vocational directors ranged from 12.5 percent to 21.4 percent, while occupational deans rated speaking to civic groups as 0.0 percent and the highest in any subactivity as 15.4 percent.

Vocational Teachers on Advisory Committee--Both teachers at the secondary and post-secondary levels reinforced the low degree of involvement in subactivities in the community public relations function. The only demonstrated involvement was in the subactivity of promoting the program via the media, and this had a frequently used percentage of approximately 15.

Advisory Committee Members from Labor, Business and Industry--Like educators, those outside of education tended to reinforce the low level of advisory committee involvement in community public relations. While the frequently used ratings for these subactivities was higher (8.3 percent to 25.0 percent) than other committee members, it was viewed as one of their lowest levels of participation.

Outcomes and Implications--It was evident from the data collected that advisory committee members in general make infrequent use of the subactivities in the community public relations function. Next to their role in program staffing, these activities were viewed as their lowest level of participation. In general, frequent use of this function may be expected, at the most, at a 10 to 15 percent level.

EQUIPMENT AND FACILITIES

The following six subactivities under the equipment and facilities function were used to determine advisory committee participation:

Review of Equipment and Facilities
Survey of Equipment in Industry
Suggesting Equipment Replacement
Calculation of Depreciation Allowances
Suggesting Bid Solicitation
Solicitating Equipment Donations

Vocational Directors and Occupational Deans--There was general agreement among vocational directors and occupational deans on the subactivities in equipment and facilities. The lone exception was the more frequent suggesting of equipment replacement by vocational directors (60.7 percent) than was true for occupational deans (38.5 percent). Both agreed that the review of equipment and facilities was one of the prime committee activities and that the survey of equipment in industry was above average in committee involvement. Soliciting equipment donations was of moderate concern while suggesting bid solicitation and the calculation of depreciation allowances received little or no attention.

Vocational Teachers on Advisory Committee--Faculty members at both the secondary and post-secondary levels represented similar positions on the subactivities in equipment and facilities. There was an approximate 40 percent frequent usage rating for the first three subactivities. The activities related to depreciation, bid solicitation, and the solicitation of equipment received few or no frequent ratings.

Advisory Committee Members from Labor, Business and Industry--Individuals from labor, business and industry, alike, agreed that the review of equipment and facilities, and the survey of equipment in industry was the second or third most frequent subactivity in which they were involved. Suggesting equipment replacement received less attention, but it appeared in their top ten most frequent activities. The remaining subactivities were only frequently used by approximately 20 percent of the total group.

Outcomes and Implications--From the data collected, it was evident that there was frequent use (50-60 percent) of the subactivities focused on reviewing equipment and facilities, surveying equipment in industry, and suggesting equipment replacement. Frequent use was made of the other subactivities on an average rate of approximately 15 percent.

PROGRAM STAFFING

The four subactivities in program staffing that were used to determine advisory committee involvement in this function were:

Review of Teacher Selection Criteria
Suggesting Recruitment Policies
Recommending Potential Candidates
Review of Teaching Applicants

Vocational Directors and Occupational Deans--From the perspective of both vocational directors and occupational deans, the program staffing function received the lowest level of frequent involvement. Except for the vocational directors frequent rating of 23.2 percent on recommending potential candidates (which is a 26 out of 41 ranking), both directors and deans placed the remaining subactivities as their lowest ranked activities.

Vocational Teachers on Advisory Committees--Faculty members further substantiated the limited involvement in program staffing as their highest frequency rating for any of the subactivities was 4.8 percent. Again, it was ranked as the lowest level of frequency involvement. Approximately 2 percent of the ratings were listed as frequent.

Advisory Committee Members from Labor, Business and Industry--As a group individuals outside of education took a slightly stronger position of frequent usage on this function than did educational personnel. This was most prevalent from individuals representing labor as they rated the review of teacher selection criteria and recommending potential candidates at approximately 35 percent frequency usage, and suggesting recruitment policies and review of teaching applicants at the approximate 20 percent level.

Outcomes and Implications--As pointed out by the data, the current level of activity in this function by advisory committee members is quite low. A 5 percent level of frequency involvement might be expected, with slightly higher participation forthcoming from representatives from labor.

PROGRAM REVIEW

There were six subactivities identified under the major function of program review. These were:

Evaluation of Student Performance
Evaluation of Teacher Performance
Use of Annual State Department Reivew Questionnaire
Suggestions for Program Improvement
Comparing Accomplishments with Stated Objectives
Making Periodic Reports to Administration

Vocational Directors and Occupational Deans--There was considerable variance in the views of vocational directors and occupational deans in respect to the subactivities in the program review function. These were particularly apparent in four subactivities which they consistently ranked in the twenty through thirty range of the forty-one items. These are illustrated in their percentage of frequency usage:

Subactivity	Directors	Deans
Evaluation of Student Performance	26.8	15.4
Evaluation of Teacher Performance	19.6	7.7
Making Periodic Reports to Administration	28.6	7.7
Use of Annual State Department Review Questionnaire	35.7	23.1

There was agreement between the two on comparing accomplishments with stated objectives (at the 30 percent level) and suggesting program improvements (at the 60 percent frequent level). The latter of these was ranked as one of the top five subactivities they performed on the advisory committee.

Vocational Teachers on Advisory Committee--Teachers at the secondary level tended to agree with their administrative counterparts on the subactivities in this function. There was less frequent use of the Annual State Department Review Questionnaire, but the major discrepancy was between the rating of teachers on effective and noneffective committees on the evaluation of teacher performance. Teachers in effective groups rated the frequent use of this subactivity as 27.3 percent while teachers on noneffective committees rated at the 9.5 level. Faculty members at the postsecondary level tended to agree with the effective secondary teachers and the vocational directors.

Advisory Committee Members from Labor, Business and Industry--The noneducational committee members at both the secondary and post-secondary levels took a position similar to that of the vocational directors on subactivities related to evaluations of student and teacher performance and suggestions for program improvement. The frequency use of the Annual Review Questionnaire was rated at approximately 15 percent, periodic reports to the administration at the 45 percent level, and the comparison of accomplishments with stated objectives at the 70 percent level.

Outcomes and Implications--The data revealed considerable diversity on the subactivities on the degree of involvement of the various groups represented in advisory committees. There was, however, common agreement that suggesting program improvements was one of the top functions in which the committee was involved. Other than this subactivity, approximately 20 to 30 percent frequent involvement was demonstrated on the remaining activities.

OBTAINING COMMUNITY RESOURCES

Under the major function of obtaining community resources, the following five subactivities were used to determine the degree of involvement of advisory committee members in this task:

Arranging Field Trips
Recommending Potential Co-op Work Stations
Identifying Community Resources
Obtaining Personnel for Classroom Presentations
Obtaining Consultants for Teachers

Vocational Directors and Occupational Deans--Except for the directors frequent ratings of 23.2 percent and the deans rating of 46.2 percent on the obtaining of consultants for teachers, there was virtual agreement on the **degree** to which they were involved as advisory committee members in the subactivities in this function. Arranging field trips was reported at the approximate 20 percent level, while the other subactivities ranged between 41.2 and 53.8 percent frequent usage.

Vocational Teachers on Advisory Committees--The perceptions of faculty, at both levels, paralleled those of their administrators. Another interesting note between vocational teachers on effective and noneffective committees at the secondary level was evidenced in their frequent rating of obtaining consultants for teachers (effective committees 36.4 percent and noneffective committees 4.8 percent). This difference was not apparent at the post-secondary level.

Advisory Committee Members from Labor, Business and Industry--Major differences were apparent between the frequent ratings from individuals representing labor and business and industry. This is illustrated by the percentage ratings from members serving on secondary level advisory committees.

Subactivity	Labor	Bus./Ind.
Arranging Field Trips	8.3	50.0
Recommending Potential Co-op Work Stations	41.7	75.0
Identify Community Resources	50.0	37.5
Obtaining Personnel for Classroom Presentations	41.7	25.0
Obtaining Consultants for Teachers	41.7	0.0

Outcomes and Implications--Other than the different levels of involvement expressed by members from labor and business and industry the data collected revealed a fairly consistent level of participation by committee members in these subactivities. The most commonly performed activity was that of recommending potential co-op work stations with identifying community resources ranking as one of the top ten (out of forty-one) most frequent activities.

PART IV

THE PERCEIVED UTILIZATION OF VOCATIONAL ADVISORY COMMITTEES IN MICHIGAN

The preceding section provided an overview of the current degree to which advisory committee members perform their roles in respect to forty-one selected subactivities. This section outlines the relationship between the current level of involvement and the perceived level of utilization that advisory committee members project. Through this process, areas of increased emphasis for advisory committee member action are detailed.

The data presented were collected through the basis questionnaire (see Appendix A) sent to individuals in vocational education throughout the State. In addition to an analysis of their current level of activity (presented in Part III), the respondents also projected a suggested role for advisory committee participation by rating the same forty-one activities on "never," "infrequently," and "frequently" basis. The responses in the "frequently" column formed the basis for the three major comparisons made in this Part. First, a comparison between current and projected levels of involvement is presented for individuals serving on advisory committees at the secondary level. Second, the same comparison is made for individuals serving on advisory committees at the post-secondary level. Third, an analysis is made between the difference in perception of individuals serving on secondary and those serving on post-secondary advisory committees.

PROJECTED ROLE FOR ADVISORY COMMITTEES AT THE SECONDARY LEVEL

Two types of comparisons were made to assess the views of advisory committee members in determining the areas in which a change in emphasis is required for committee action. First, correlations were made between the current and projected levels of usage to insure that the basic groups surveyed were in general agreement. Table I illustrates that there was internal consistency within each of the five groups in the study. For example, with a maximum correlation possible at 1.00, directors agreed at the .85 level between the current ranking of the forty-one subactivities and the projected or suggested rank of these same activities.

TABLE I
RANK ORDER CORRELATIONS BETWEEN CURRENT AND PROJECTED OCCUPATIONAL ADVISOTY COMMITTEE ACTIVITIES IN SECONDARY VOCATIONAL PROGRAMS[1]

RESPONDENT GROUPS	CORRELATION
Directors	.85
Teachers on Noneffective Occupational Advisory Committees	.78
Teachers on Effective Occupational Advisory Committees	.86
Occupational Advisory Committee Members from Labor	.78
Occupational Advisory Committee Members from Business and Industry	.51

[1] All correlations shown in this table are significant at the .01 level.

Second, the rankings of all respondents at the secondary level were combined for both the existing level of usage and the suggested levels. The means and corresponding ranks for each of the forty-one subactivities are presented in Table II.

An inspection of Table II was used to determine those areas in which advisory committee members felt there should be increased emphasis in the future. When a positional rank declined or remained the same, it was assumed that

TABLE II

A COMPARISON OF EXISTING AND SUGGESTED MEANS AND RANKS FOR SECONDARY ADVISORY COMMITTEE INVOLVEMENT

	SECONDARY			
	Existing		Suggested	
SUBACTIVITIES	Mean	Rank	Mean	Rank
OCCUPATIONAL SURVEYS				
Use of Michigan Manpower Development Handbook	31.5	33	29.3	32
Consultation with Michigan Employment Security Commission	24.0	20	27.9	30
Use of Occupational Outlook Handbook	24.2	22	27.3	26
Surveys Community Needs	10.8	12	12.0	12
Use of Community Survey Data	17.8	18	17.4	18
COURSE CONTENT ADVISEMENT				
Identification of Occupational Competencies	5.6	2	6.4	3
Development of Program Goal Statements	6.1	4	9.7	7
Review of Topical Outlines	7.6	7	16.0	15
Review of Performance Objectives	6.0	3	7.7	5
STUDENT PLACEMENT				
Organization of Employer/Student Conferences	23.8	19	17.2	17
Notification of Job Openings	9.2	9	5.3	1
Writing Recommendation Letters for Students	24.1	21	27.6	29
Employment of Graduates	9.4	10	13.3	14
Review of Follow up Studies	24.5	23	20.0	21
Liaison with MESC	28.2	30	31.3	33
COMMUNITY PUBLIC RELATIONS				
Speaking to Civic Groups	33.9	35	31.7	34
Input at Program Funding Activities	34.0	36	27.3	26
Input at Public Hearings	36.6	40	26.9	25
Promoting the Program Via the Media	26.7	27	16.4	16
Development of Promotional Materials	28.0	29	19.7	20
EQUIPMENT AND FACILITIES				
Review of Equipment and Facilities	4.0	1	5.9	2
Survey of Equipment in Industry	7.0	6	11.2	9
Suggesting Equipment Replacement	8.1	8	12.1	13
Calculation of Depreciation Allowances	34.4	38	35.1	40
Suggesting Bid Solicitation Procedures	31.0	32	33.5	37
Soliciting Equipment Donations	29.9	31	28.9	31
PROGRAM STAFFING				
Review of Teacher Selection Criteria	34.3	37	32.3	36
Suggesting Recruitment Policies	35.2	39	32.2	35
Recommending Potential Candidates	32.7	34	34.2	38
Review of Teaching Applicants	37.8	41	36.2	41
PROGRAM REVIEW				
Evaluation of Student Performance	14.9	15	18.8	19
Evaluation of Teacher Performance	26.8	28	26.7	24
Use of Annual State Dept. Review Questionnaire	26.5	26	34.7	39
Suggestions for Program Improvement	6.4	5	6.6	4
Comparing Accomplishments with Stated Objectives	13.6	14	11.9	10
Making Periodic Reports to Administration	16.1	16	25.8	23
OBTAINING COMMUNITY RESOURCES				
Arranging Field Trips	25.6	24	27.3	26
Recommending Potential Co-op Work Stations	9.6	11	9.2	6
Identifying Community Resources	11.8	13	11.9	10
Obtaining Personnel for Classroom Presentations	17.1	17	10.8	8
Obtaining Consultants for Teachers	25.8	25	25.0	22

the existing level of involvement should be maintained. This assumption was made because of the general lack of involvement of advisory committees. The following scale was used when the rank of specific subactivities revealed a higher positional ranking. For example, subactivity initially having a mean rank of twenty-nine out of forty-one that changed to a suggested ranking of twenty would have an increased rating of nine. This would be an important level of change.

Scale for Increased Emphasis

Change in Rank	Level of Required Emphasis
1-5	Moderate Change
6-10	Important Change
11-15	Significant Change

Occupational Surveys--The existing and suggested levels of usage for the subactivities in occupational surveys were in general agreement. As viewed by advisory committee members, only the emphasis on the use of the Michigan Manpower Development Handbook should be increased at a moderate level.

Course Content Advisement--The perceptions of individuals currently serving on advisory committees at the secondary level was that the existing level of involvement on these subactivities was adequate for the future.

Student Placement--For those subactivities in the student placement function, there were two activities for which moderate increase was projected and one that was ranked at the important level of change. Members projected the need to increase the emphasis on the organization of employer/student conferences and the review of follow-up studies at the moderate level. An important level of increased emphasis was suggested on the notification of job openings.

Community Public Relations--Each of the subactivities in this function was projected for increased emphasis. Speaking to civic groups was at the moderate level, development of promotional materials was at the important level, while input at public funding activities and public hearings, along with promoting the program via the media, were projected at the significant level of increased emphasis.

Equipment and Facilities--In respect to the subactivities in the equipment and facilities function, advisory committee members viewed the existing level of involvement as adequate for the future.

Program Staffing--At the secondary level, both the review of teacher selection criteria and the suggesting of recruitment policies were suggested as areas in which a moderate level of increase was needed.

Program Review--In the program review function, three subactivities were ranked at the adequate level of involvement, while three were suggested at the moderate level of increased participation. The activities of projected change were evaluating teacher performance, making suggestions for program improvement, and comparing accomplishments with stated objectives.

Obtaining Community Resources--Next to the increased emphasis projected for community public relations, the subactivities in this function revealed the highest level of needed change. Four of the five activities were noted as needing increased emphasis. At the moderate change level, these were recommending potential co-op work stations, identifying community resources, and obtaining consultants for teachers. Increased emphasis at the important level of change was projected for obtaining personnel for classroom presentations.

PROJECTED ROLE FOR ADVISORY COMMITTEES AT THE POST-SECONDARY LEVEL

The same comparisons made at the secondary level were made at the post-secondary level. First, correlations were made between the current and projected levels of usage to insure that the basis groups surveyed were in general agreement (see Table III).

TABLE III

RANK ORDER CORRELATIONS BETWEEN CURRENT AND PROJECTED OCCUPATIONAL ADVISORY COMMITTEE ACTIVITIES IN POST-SECONDARY VOCATIONAL PROGRAMS[2]

RESPONDENT GROUPS	CORRELATION
Occupational Dean	.80
Teachers on Noneffective Occupational Advisory Committees	.34*
Teachers on Effective Occupational Advisory Committees	.73
Occupational Advisory Committees from Labor	.62
Occupational Advisory Committee Members from Business and Industry	.53

[2] All correlations shown in this table are significant at the .01 level with the exception of those with the asterisk (*), which is significant at the .05 level.

Second, the rankings of all respondents at the post-secondary level were combined for both the existing level of usage and the suggested levels. The means and corresponding ranks for each of the forty-one subactivities are presented in Table IV.

As was indicated in the description of Table II, an inspection of Table IV was used to determine those areas in which advisory committee members felt there should be increased emphasis in the future. When a positional rank declined or remained the same, it was assumed that the existing level of involvement should be maintained. This assumption was made because of the general lack of involvement of advisory committees.

TABLE IV

A COMPARISON OF EXISTING AND SUGGESTED MEANS AND RANKS FOR POST-SECONDARY ADVISORY COMMITTEE INVOLVEMENT

	POST-SECONDARY			
	Existing		Suggested	
SUBACTIVITIES	Mean	Rank	Mean	Rank
OCCUPATIONAL SURVEYS				
Use of Michigan Manpower Development Handbook	30.5	37	28.1	32
Consultation with Michigan Employment Security Commission	22.7	22	21.7	21
Use of Occupational Outlook Handbook	28.5	32	27.6	29
Surveys Community Needs	9.5	5	11.1	6
Use of Community Survey Data	7.5	3	13.4	11
COURSE CONTENT ADVISEMENT				
Identification of Occupational Competencies	13.7	9	6.0	1
Development of Program Goal Statements	17.9	15	15.4	14
Review of Topical Outlines	13.3	8	18.0	17
Review of Performance Objectives	16.2	12	15.6	15
STUDENT PLACEMENT				
Organization of Employer/Student Conferences	20.5	20	11.7	8
Notification of Job Openings	6.6	2	9.4	3
Wriging Recommendation Letters for Students	18.6	16	28.8	35
Employment of Graduates	8.6	4	11.0	5
Review of Follow-up Studies	20.1	19	14.0	12
Liaison with MESC	23.4	24	24.8	23
COMMUNITY PUBLIC RELATIONS				
Speaking to Civic Groups	28.7	33	32.1	38
Input at Program Funding Activities	32.5	40	26.4	27
Input at Public Hearings	27.5	28	28.7	34
Promoting the Program Via the Media	28.1	30	18.7	18
Development of Promotional Materials	24.1	26	21.3	20
EQUIPMENT AND FACILITIES				
Review of Equipment and Facilities	5.9	1	8.8	2
Survey of Equipment in Industry	11.1	7	15.6	15
Suggesting Equipment Replacement	14.7	10	14.9	13
Calculation of Depreciation Allowances	34.3	41	34.4	41
Suggesting Bid Solicitation Procedures	29.4	34	30.6	37
Soliciting Equipment Donations	24.0	25	28.5	33
PROGRAM STAFFING				
Review of Teacher Selection Criteria	29.4	34	32.7	39
Suggesting Recruitment Policies	31.4	38	33.3	40
Recommending Potential Candidates	29.4	34	27.2	28
Review of Teaching Applicants	32.4	39	28.0	31
PROGRAM REVIEW				
Evaluation of Student Performance	21.0	21	21.9	22
Evaluation of Teacher Performance	28.0	29	27.9	30
Use of Annual State Dept. Review Questionnaire	24.9	27	29.0	36
Suggestions for Program Improvement	10.8	6	9.6	4
Comparing Accomplishments with Stated Objectives	15.8	11	13.3	10
Making Periodic Reports to Administration	28.4	21	24.9	24
OBTAINING COMMUNITY RESOURCES				
Arranging Field Trips	23.0	23	25.9	25
Recommending Potential Co-op Work Stations	17.2	13	12.8	9
Identifying Community Resources	17.2	13	11.3	7
Obtaining Personnel for Classroom Presentations	19.8	17	20.6	19
Obtaining Consultants for Teachers	19.8	17	26.0	26

The following scale was used when the rank of specific subactivities revealed a higher positional ranking. For example, a subactivity initially having a mean rank of twenty-nine out of forty-one that changed to a suggested ranking of twenty would have an increased rating of nine. This would be an important level of change.

Scale for Increased Emphasis

Change in Rank	Level of Required Emphasis
1-5	Moderate Change
6-10	Important Change
11-15	Significant Change

Occupational Surveys--Three subactivities in the occupational surveys function were ranked by post-secondary advisory committee members at the moderate level of increased emphasis. These were the use of the Michigan Manpower Development Handbook, Occupational Outlook Handbook, and consultation with the Michigan Employment Security Commission.

Course Content Advisement--In respect to this function, members felt there was a need for moderate increase in emphasis on the development of program goal statements. Furthermore, there was an expressed level of important change suggested for the identification of occupational competencies.

Student Placement--The organization of employer/student conferences was projected as one of the most significant activities requiring increased emphasis. In addition, post-secondary members suggested a moderate increase in their involvement with the Michigan Employment Security Commission and an important increase in their participation in reviewing of follow-up studies.

Community Public Relations--Like their counterparts serving on advisory committees at the secondary level, post-secondary members suggested that the highest degree of increased emphasis be placed on the subactivities in the community public relations function. Three activities were projected as needing substantial change. At the important level of change, the development of promotional materials was suggested. A significant level of increased involvement was noted for their input on the public funding and public hearing activities.

Equipment and Facilities--The existing and suggested levels of involvement in the subactivities in this function were compatible.

Program Staffing--Two subactivities in the program staffing function were viewed by current members as needing increased emphasis at the important change level. These were the recommending of potential candidates and the reviewing of teaching applicants.

Program Review--Three of the subactivities in this function were noted as needing increased emphasis. At the important level of change, this included making periodic reports to the administration. A moderate level of change was suggested for making suggestions for program improvement and comparing accomplishments with stated objectives.

Obtaining Community Resources--Post-secondary committee members projected the need to increase the level of participation in two subactivities in the obtaining community resources function. At the moderate level, recommending potential co-op work stations was noted, while identifying community resources was listed at the important level of change.

SECONDARY AND POST-SECONDARY COMMITTEE PERCEPTIONS OF THE UTILIZATION OF ADVISORY COMMITTEES

The preceding sections provided an analysis of the differences between the existing level of utilization and the suggested level of committee involvement at both the secondary and post-secondary levels. For comparative purposes, this section details the perceived level of utilization between secondary and post-secondary advisory committees. The levels of rank in the suggested column for each of the subactivities presented in Tables II and IV were used. There differences between these ranks are shown in Table V.

TABLE V

PERCEPTIONS IN CHANGE OF INVOLVEMENT

Activities of Suggested Greater Involvement by Individuals on Advisory Committees at the Secondary Level.

Differences in Rank Order	Subactivity
1-4	Use of Occupational Outlook Handbook
	Review of Topical Outlines
	Notification of Job Openings
	Speaking to Civic Groups
	Input at Program Funding Activities
	Promoting the Program Via the Media
	Suggesting Equipment Replacement
	Calculation of Depreciation Allowance
	Soliciting Equipment Replacement
	Review of Teacher Selection Criteria
	Evaluating Student Performance
	Making Periodic Reports to Administration
	Recommending Potential Co-op Work Stations
5-8	Obtaining Consultants for Teachers
	Development of Program Goal Statements
	Writing Recommendation Letters for Students
	Survey of Equipment in Industry
	Suggesting Recruitment Policies
	Evaluation Teacher Performances
9-12	Review of Performance Objectives
	Consultation with Michigan Employment Security Commission
	Input at Public Hearings
	Obtaining Personnel for Teachers

TABLE V (Con't)

PERCEPTIONS IN CHANGE OF INVOLVEMENT

Activities of Suggested Greater Involvement by Individuals on Advisory Committees at the Post-Secondary Level.

Differences in Rank Order	Subactivity
1-4	Identification of Occupational Competencies
	Use of Annual State Dept. Questionnaire
	Arranging Field Trips
	Identifying Community Resources
5-8	Survey Community Needs
	Use of Community Survey Data
9-12	Organizing Employer/Student Conferences
	Employment of Graduates
	Review of Follow-up Studies
	Recommending Potential Candidates
	Review of Teaching Applicants

PART V

THE DEGREE OF COMMITMENT FOR THE USE OF VOCATIONAL ADVISORY COMMITTEES IN MICHIGAN

The third major objective of the study was to determine the degree of commitment toward the concept of using local advisory committees for planning, equipping, staffing, and reviewing local vocational education programs. Both Parts III and IV provide direct implications for this objective. Some of these key points are, again, summarized in this Part. In addition, two additional sources are provided. First, data collected from school superintendents, community college presidents, board members, and trustees are presented. Second, a summary of the general comments collected through the open-ended questions in all of the instruments is provided.

DEGREE OF COMMITMENT TO MAJOR ADVISORY COMMITTEE FUNCTIONS

Part III provided a detailed analysis of the degree to which advisory committee members were involved in forty-one subactivities. In summary, the degree of frequency involvement in the eight major functions by the members on committees was estimated at the following levels:

Functions	Percent Involvement
Occupational Surveys	20-30
Course Content Advisement	40-60
Student Placement	15-25
Community Public Relations	10-15
Equipment and Facilities	50-60
Program Staffing	0-5
Program Review	25-35
Obtaining Community Resources	30-50

COMPARISON BETWEEN EXISTING AND SUGGESTED LEVELS OF UTILIZATION

A second means of assessing the degree of commitment toward advisory committees was to compare existing levels of importance with the suggested levels. The basic assumption for this basis of analysis was that, if there was a high degree of commitment, the current and suggested levels of involvement would be parallel or approximately equal. A review of Part IV indicated the following discrepancies in the existing and suggested levels of involvement. At the secondary level the number of shifts in the forty-one subactivities were:

Moderate Change	12
Important Change	3
Significant Change	3
Total	18

At the post-secondary level the number of projected changes in the forty-one sugactivities were:

Moderate Change	8
Important Change	7
Significant Change	3
Total	18

COMMITMENT TO ADVISORY COMMITTEES AS VIEWED BY SCHOOL SUPERINTENDENTS, COMMUNITY COLLEGE PRESIDENTS, BOARD MEMBERS, AND TRUSTEES

There were 119 responses from school superintendents (54), community college presidents (18), board members (33), and trustees (14). Part of their commitment can be measured by the fact that eighty-five or 71.8 percent of respondents indicated that their programs were served by some form of vocational education advisory committee. Twenty-three of thirty board members from both local schools and community colleges indicated that some form of recognition was given to advisory committee members for their efforts. Fifty-six or 67.5 percent of the respondents indicated that reports were received from the committee on a regular basis (monthly, quarterly, or annually).

The respondents were also asked to respond to the extent of use and the effectiveness of advisory committees by rating each of the eight major functions. The following summarizes their views and further suggest their attitudes:

Extent of Advisory Committee Involvement.

Occupational Surveys (80)	Percent
Never	16.3
Not Usually	15.0
Moderately	43.7
Greatly	25.0

Course Content Advisement (79)	Percent
Never	3.8
Not Usually	11.3
Moderately	45.6
Greatly	39.3

Student Placement (79)	Percent
Never	12.5
Not Usually	38.1
Moderately	34.2
Greatly	15.2

Community Public Relations (80)	Percent
Never	6.3
Not Usually	27.5
Moderately	46.2
Greatly	20.0

Equipment and Facilities (78)	Percent
Never	5.1
Not Usually	30.8
Moderately	33.3
Greatly	30.8

Program Staffing (78)	Percent
Never	16.6
Not Usually	60.3
Moderately	19.2
Greatly	3.9

Program Review (70)	Percent
Never	2.9
Not Usually	4.3
Moderately	60.0
Greatly	32.8

Obtaining Community Resources (78)	Percent
Never	5.1
Not Usually	18.0
Moderately	42.3
Greatly	34.6

Effectiveness of Advisory Committee Involvement.

Occupational Surveys (74)	Percent
Ineffective	10.8
Slightly Effective	20.3
Satisfactory	51.3
Very Effective	17.6

Course Content Advisement (79)	Percent
Ineffective	5.2
Slightly Effective	12.8
Satisfactory	32.5
Very Effective	30.5

Student Placement (75)	Percent
Ineffective	20.5
Slightly Effective	38.7
Satisfactory	30.6
Very Effective	10.7

Community Public Relations (76)	Percent
Ineffective	11.9
Slightly Effective	27.6
Satisfactory	46.1
Very Effective	14.4

Equipment and Facilities (73)	Percent
Ineffective	10.9
Slightly Effective	30.1
Satisfactory	34.3
Very Effective	24.7

Program Staffing (70)	Percent
Ineffective	24.3
Slightly Effective	38.6
Satisfactory	34.3
Very Effective	2.8

Program Review (69)	Percent
Ineffective	5.8
Slightly Effective	14.5
Satisfactory	46.4
Very Effective	33.3

Obtaining Community Resources (74)	Percent
Ineffective	5.4
Slightly Effective	28.4
Satisfactory	43.2
Very Effective	23.0

A SUMMARY OF COMMENTS OF THE USE OF AND COMMITMENT TOWARD ADVISORY COMMITTEES

The open-ended response section on the questionnaires provided the respondents with an opportunity to list additional perceived functions for advisory committees, as well as problems encountered in the utilization of local committees. A variety of comments appeared on both questionnaires which were informative and descriptive in presenting an overview of the current commitment to the concept of utilization of advisory committees. Respondents were able to comment on each of the eight major committee functions identified on the questionnaires.

Following a review of these comments it was apparent that both positive and negative degrees of commitment were present on the use of advisory committees. In the opinions and perceptions of the respondents, a variety of problems exist. These problems include lack of administrative support, poor organizational relationships (school district MESC relationship, for example), communicative problems between the various participants and/or participating groups, actual or perceived lack of time to complete certain activities or functions, little or no financial support for advisory committees, and lastly, problems of human perception and interaction. Some of the personal feelings and opinions of the respondents suggests that their experience with advisory committees has raised questions regarding the committees ability or inability to take into consideration different points of view, to positively deal with members suggestions, and to respect the particular interests and concerns that the members bring from their representative groups.

The following are quotes made by the respondents for each of the eight major functions.

Occupational Surveys.

Directors and Deans--Comments:

1. The validity of MESC data is suspect.
2. The occupational committees are biased in their survey and interpretations of data relative to their business or industry.
3. Availability of reliable data is a problem.
4. Lack of background and time on the part of advisory committee members is a very big problem.
5. It requires time that can frequently be better spent.
6. Availability of materials, time, and knowledge to use handbooks properly are problems.
7. Citizens do not believe in research; they do not see a need for it. Most school people do not know how to do it. They use available data wrong or ignore it.
8. Committee members are busy people. There is no pay and a large number of programs in a CEPD requiring input which prevents effectiveness.
9. Even though we have excellent communication with and cooperation of the MESC, students and local employers do not look upon the MESC as vital especially in placement. They either do not know or they will not tell.
10. MESC does not like to share data or what they have is in bits and pieces so that it is of little value.
11. MESC does not reflect the total community needs.
12. The cost of surveys prohibit as often as is needed. They must be subsidized and results correlated state-wide.
13. Committees are not going to do survey work. School personnel must (time is a factor).

Teachers--Comments:

1. Too involved with their own jobs and businesses to spend the time required.
2. Our advisory committee is not a formally organized committee. It consists of acquaintances of the teacher who are occasionally called upon to advise the teacher regarding subject content. Community needs and new equipment purchases are a problem.

3. Lack of time to devote to data collecting. It tends to fall on vocational director instead.
4. The committee does not look into the future for tomorrow training. They are very selfish. We need vocational training for our adults. Schools have up-to-date equipment.
5. Surveys of community needs are presently superficial. There is much need for in-depth survey data that could be utilized by advisory and placement committees.
6. Most business people want the involvement but do not want to waste their time.
7. Manpower needs and community needs can be learned by just talking to employers and being out in the business world.

Other Members--Comments:

1. I feel we should be looking at the needs of our community vocationally wise, and relaying this information to the occupational eaders or educators.
2. MESC went only to commercial printers and omitted the largest segment of potential employers.
3. I think the school has to provide this material working with both government and industry.
4. Handbooks mentioned above would be used if they were available.
5. I don't see this as being a job of an advisory committee.

Course Content Advisement

Directors and Deans--Comments:

1. The Progarm Goal Statement as set forth by the Michigan Department of Education is weak according to our craft committee.
2. Advisory committees wish to advise only; and they are not looking forward to, and will not sit down and do a lot of written work.
3. The "how to teach" should not become an involved issue. "What to teach" should be pursued with a good deal of vigor.
4. Getting committees to meet frequently enough to go into these topics in detail is a problem.
5. This is one of the easiest things to do with advisory groups and most profitable.
6. Be careful not to let the Advisory Committee get involved in the day-to-day, hour-to-hour operations of the program.
7. Advisory committees cannot discriminate between goals, topics, and P.O's without a lot of "educating." Time does not permit this.
8. Faculty bargaining agreements have forced schools to pay overtime or not involve them as much. Therefore, cost is needed.
9. It is difficult to get an annual review and updating of outlines and objectives by the faculty.
10. Much assistance in developing new approaches and programs is needed, especially in industrial and health fields.

Teachers--Comments:

1. Committee looks for expertise in the student to have good to excellent knowledge in all areas.

2. Employers are not familiar with educational jargon.
3. An advisory committee involved with program content, except for setting of broad goals and assisting in determination of terminal competencies, would be meeting continuously.
4. It is time consuming. It can get unwieldly in large communities.
5. This is a teacher function. I do not think there should be so much involvement--Review of Topical Outlines.
6. Sometimes this is too self-centered.

Other Members--Comments:

1. With the community needs and occupational information gathered, we could make some suggestions as to the occupational courses offered.
2. It is time consuming, but it is one of the areas that advisory board members can be most useful.
3. Time. A business person has to earn a living too.
4. Some instructors are reluctant to accept suggestions from non-school people.
5. An advisory committee member should be more widely used to keep course content. Educators are not aware of the needs of industry.

Student Placement

Directors and Deans--Comments:

1. In a rural setting with a small community the bulk of our graduates migrate out. Therefore, student placement is not an important function of the advisory committee.
2. We have a full-time placement man.
3. MESC is a total failure in placement.
4. Student placement is not really a function of craft committees; they should assist the placement office and co-op coordinators.
5. Who coordinates these things? It appears a full-time coordinator who is responsible for the many advisory committees is a necessity. Vocational directors have fallen heir to this work but do not have the time.
6. We have not established any kind of job placement; but we know this is needed.
7. Money is a problem. To pay for needed placement services, communities should not have to bear much of this burden, except for dissemination of information and individual cooperation.

Teachers--Comments:

1. Before the students graduate they should know the basics of how to apply for a job, how to dress, what to say, and even what a resume is and how to fill one out.
2. Our students must be trained for "export" as we have few openings in our area. This past year we employed a placement director and it looks as though this is going to greatly enhance our placement of students.
3. Lack of updated job information.
4. We have a full-time placement director who places students, so we as teachers have very little direct contact with employers.

5. No time allocated for this.
6. With a full-time placement director on staff, committee function is lessened.
7. Recommendations should be the instructors duty. There have been no followup studies done to date.

Other Members--Comments:

1. An advisory member who does not employ graduates should not be a member of the committee.
2. Area employers should review needs with advisory committee.
3. Could be of assistance to help students into a job of great need.
4. To determine the best approach to obtain employment and how to meet the needs of the employer, etc., are problems.

Community Public Relations.

Directors and Deans--Comments:

1. Overuse of some advisory committee members is a problem.
2. I question whether you can ask and expect these busy people to give this much time. You should concentrate on technical and job placement a lot more.
3. Some advisory committee members are too willing to talk on areas where they have limited knowledge.
4. I do not believe the average craft advisory committee member has the time available to do these kinds of tasks.
5. Some advisory committees are quite active, others do almost nothing.

Teachers--Comments:

1. Some vocational programs, especially in smaller towns, have a problem. For example, a vocational auto program prints up a news article on brake jobs for $1.00 plus parts. Not very tactful considering the dealer, is it?
2. Time. It seems as though 24 hours just are not enough to develop materials, evaluate students' work, and prepare promotional programs.
3. I have never used my advisory committee for any of these topics. I am sure they would if asked.
4. Our program has had 100% employment of co-op students so why spend time promoting a successful program?
5. Teachers involvement in local organizations appears to be the most effective approach at this time.

Other Members--Comment:

1. I do not think I have time to do all of this.
2. I feel strongly that advisory member participation should not be limited to promoting just the trades with job entry skills at 12th grade leve, but to the professions and higher education level skills as well.
3. An advisory committee should always be willing to help in public relations, but the degree of activities should be kept low to medium. If the faculty and administration do their jobs properly, the committee should be "advisory" only.

Equipment and Facilities

Directors and Deans--Comments:

1. The need for this activity should be infrequent.
2. We are not comfortable with so much input from a lay group; perhaps with some groups it would be different.
3. Calculation of depreciation allowances is being developed in our area.
4. A lot of school finances differ from ways a company operates.
5. Board policies control bid procedures.
6. All too often committees are ultraconservative in equipping facilities to achieve the performance objectives they approve.
7. Of the equipment I have received, most was donated by industry and outdated. As a result, we have some equipment no longer used in industry.
8. It is somewhat difficult for industry people to translate an industrial function into what it takes in education to produce that learning effect.
9. Amortization programs for system equipment is a problem.

Teachers--Comments:

1. Students do not have a chance to work on new or the same equipment in industry.
2. It is difficult, again, in our locality to make contact with industrial concerns.
3. Some responsibilities of the educational agency cannot be assumed by an advisory committee.
4. We do not get paid for what administrators should do. (Survey of Equipment in Industry; Calculation of Depreciation Allowances).
5. Safety input is essential.
6. The administration does not seem to care how worn out the equipment is.

Other Members--Comments:

1. The instructor has not been asked to be involved in solicitations and neither have advisory members.
2. Industry is too willing to donate worthless obsolete equipment.
3. Most facilities checked were not equipped to teach students the latest job techniques.
4. Committee members usually know what equipment is used in the industry, what trends in new equipment are apparent, and where donations might be expected.
5. They can be of great help in these activities. Do not overdo the solicitation or you become a pest and your effectiveness diminishes.

Program Staffing.

Directors and Deans--Comments:

1. These are largely administrative details and in my view should not be referred to the advisory committee.

2. Bargaining groups are very sensitive in this area.
3. Staffing is not a function of advisory committees.
4. In some areas this might work; also, if an advisory member has expertise in cases I have doubts if they can be of much help.
5. Actual review or interview might become a problem, especially if a committee member has a "friend."
6. Committee review of teacher, if an applicant, would violate our collective bargaining agreement.
7. Selection of criteria can be assisted by advisory committee. Suggesting potential candidates is often helpful. Review of applicants is not appropriate for advisory committee.
8. In this area committees are cooperative when asked for assistance.

Teachers--Comments:

1. Most committee members are not teachers or educators.
2. With money being tight, we have not had the opportunity to hire additional teachers, thus, there is not need to review applications.
3. Technical people know their craft, but not necessarily do they know how people learn or how to share know-how.
4. This is an administrative function. I do not feel that the advisory committee should become too involved.
5. Administrators are reluctant to let the community participate.
6. Area employers have been reluctant to become part of the selection process.

Other Members--Comments:

1. I feel that this should be handled by the appropriate administrators.
2. I do not know much about how this is done.
3. This is a difficult area, and requires great tact not to impinge on the rights of administration.
4. I have not been asked to be active in this area.
5. Most business people are not qualified.
6. Vocational Education is rapidly becoming academically oriented and soon will be out of touch with reality. I am worried that within five years the effectiveness of our program will be greatly reduced.
7. Let the school run the show. Give them help only when they ask for it.

Program Review.

Directors and Deans--Comments:

1. More should be done with student follow-up.
2. Advisory committees should not be bothered with too much detail.
3. I question how much the committee should be involved in teacher performance. This is an institutional responsibility. Such actions may also effect Master Contracts which might be a "touchy" issue.
4. Administrative back-up is a problem.
5. A union contract would preclude an advisory committee teacher rating.
6. This would be great if teachers knew how to handle it.
7. Attendance of the committee members is a problem.
8. Evaluation of technical teacher competencies only.

Other Members--Comments:

1. I think this is for the school to do.
2. It is very difficult for advisory members to have enough contact to make good student performance evaluation.
3. I have never been asked to evaluate a teacher.
4. There is a need to organize an Advisory Performance Evaluation Committee.
5. Advisory committees should not try to run the show. Help when requested should be given unless the situation becomes intolerable.

Obtaining Community Resources.

Directors and Deans--Comments:

1. This would be great if teachers knew how to handle it. Where do these certified vocational teachers find out about these things?
2. Care has to be taken so as not to make unreasonable demands on employees for time and material contributions.
3. These are day-to-day operational details that committee members should not be burdened with. Helpful suggestions are appropriate. Reliance on committee members for these services is a bit much for non-paid volunteer lay helpers.
4. Funds are a problem.
5. The above is ideal. We must, first, however, attempt to have advisors "feel" a part of the program. If they are made to feel that it is their program which they have adopted it will be successful.
6. This is a legitimate function of advisory committees. They are often in a better position to do these functions than the instructor.
7. Some faculty are more concerned than others. Motivation is difficult. Administration encouragement varies but is needed.

Teachers--Comments:

1. Present school policy does not allow field trips.
2. Again, it is very difficult to find a co-op station in our community related to my T & I programs. It is, also, difficult to find suitable field trips related to my T & I area.
3. Money for field trips or conferences in which teachers meet to further their programs is nonexistent.
4. A tendency could be to overtake the class and lab situations, thus, losing advisory status.
5. This is a teacher function. The committee should not have to make these arrangements.
6. Many persons are unable to visit centers during daylight hours because of responsibilities at work. Union blockage of co-ops causes students a problem.

Other Members--Comments

1. I think the town supports the school in direct proportion to their involvement with the community.

2. To direct the various multifunctions of the industry and to see at first hand the daily functions in action.
3. There is a lack of industrial or commercial activities to provide a degree of outside assistance for the program in this area. Many times this presents a conflict between office instructors and one's co-op coordinator. There should definitely be a line of communication between the two if we are to work with the student's interest in mind.
4. We help whenever our help is requested.

STATEWIDE IN-SERVICE NEEDS FOR ADVISORY COMMITTEES

Based upon the statistical treatment and visual inspection of the gathered data, it was evident that there were wide discrepancies between the existing degree of use and the desired degree of use of advisory committees. Depending upon the individual perspective, the needs varied considerably between the groups in the sample. It was readily apparent, however, that the greatest concern on the eight major functions was expressed in the area of community public relations. Significant training needs were apparent.

In respect to the subactivities, fourteen items surfaced as needing greater attention across the total sample.

1. Development of a community needs survey.
2. Data interpretation.
3. Utilization of the local Manpower Planning Handbook.
4. Identification of occupational competencies.
5. Review of occupational performance criteria.
6. Establishment of placement center.
7. Notification of job openings.
8. Development of formal public relations plans.
9. Development of promotional materials.
10. Development of a set of recommendations to improve facilities and equipment.
11. Conducting surveys to determine the nature of equipment and facilities used in local business and industry.
12. Formal review of staffing needs.
13. Development of suggestions for program improvement based on sound data.
14. Developing surveys to pin-point community resources which will be of help to a program.

The materials that are developed to improve these areas must have direct practical implications to those individuals at the local level. Parts III, IV, and V of this report provide detailed insights into the direction and functions of training materials needed to improve the utilization of Advisory Committees in Michigan.

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APPENDIX A

BASIC VOCATIONAL DIRECTOR AND OCCUPATIONAL DEAN QUESTIONNAIRE

MAJOR COMMITTEE FUNCTIONS	Existing Degree of Use			Suggested Degree of Use		
	N	I	F	N	I	F
1. Occupational Surveys						
A. Use of Michigan Manpower Development Handbook........						
B. Consultation with Michigan Employment Security Commission..................................						
C. Use of Occupational Outlook Handbook.................						
D. Surveys Community Needs..............................						
E. Use of Community Survey Data........................						
F. Other(Specifcy)						
G. Problems Related to the Above						
2. Course Content Advisement						
A. Identification of Occupational Competencies..........						
B. Development of Program Goal Statements..............						
C. Review of Topical Outlines...........................						
D. Review of Performance Objectives.....................						
E. Other (specify)						
F. Problems Related to the Above						
3. Student Placement						
A. Organization of Employer/Student Conferences.........						
B. Notification of Job Openings.........................						
C. Writing Recommendation Letters for Students..........						
D. Employment of Graduates..............................						
E. Review of Follow-up Studies..........................						
F. Liaison with MESC....................................						
G. Other (specify)						
H. Problems Related to the Above						

APPENDIX A (Cont'd)

MAJOR COMMITTEE FUNCTIONS	Existing Degree of Use			Suggested Degree of Use		
	N	I	F	N	I	F
4. Community Public Relations						
A. Speaking to Civic Groups						
B. Input at Program Funding Activities						
C. Input at Public Hearings						
D. Promoting the Program Via the Media						
E. Development of Promotional Materials						
F. Other (specify)						
G. Problems Related to the Above						
5. Equipment and Facilities						
A. Review of Equipment and Facilities						
B. Survey of Equipment in Industry						
C. Suggesting Equipment Replacement						
D. Calculation of Depreciation Allowances						
E. Suggesting Bid Solicitation Procedures						
F. Soliciting Equipment Donations						
G. Other (specify)						
H. Problems Related to the Above						
6. Program Staffing						
A. Review of Teacher Selection Criteria						
B. Suggesting Recruitment Policies						
C. Recommending Potential Candidates						
D. Review of Teaching Applicants						
E. Other (specify)						
Problems Related to the Above						

APPENDIX A (con't)

MAJOR COMMITTEE FUNCTIONS	Existing Degree of Use			Suggested Degree of Use		
	N	I	F	N	I	F
7. Program Review						
A. Evaluation of Student Performance						
B. Evaluation of Teacher Performance						
C. Use of Annual State Department Review Questionnaire						
D. Suggestions for Program Improvement						
E. Comparing Accomplishment with Stated Objectives						
F. Making Periodic Reports to Administration						
G. Other (specify) ______						
______						
______						

H. Problems Related to the Above ______

______

______

______

______

8. Obtaining Community Resources						
A. Arranging Field Trips						
B. Recommending Potential Co-op Work Stations						
C. Identifying Community Resources						
D. Obtaining Personnel for Classroom Presentations						
E. Obtaining Consultants for Teachers						
F. Other (specify) ______						
______						
______						

G. Problems Related to the Above ______

______

______

______

______

Note: Please return the completed questionnaire in the self-addressed, stamped envelope by June 10, 1974.

VOCATIONAL EDUCATION ADVISORY COMMITTEE PROJECT
134 Pearce Hall
Central Michigan University
Mt. Pleasant, Michigan 48858

Vocational Education Advisory Committees

Workshop Leader's Guide

Sponsored by Vocational and Technical Education Service of the Michigan Department of Education

PREFACE

The material contained in the Workshop Leader's Guide was developed by the Vocational Education Advisory Committee Project staff and the members of the Personnel Development Unit of the Michigan Department of Education, Vocational-Technical Education Service. Most of the suggestions and ideas are the direct result of personal experiences in conducting a series of fifteen field test workshops across the State of Michigan. The material is presented for the use by future workshop leaders as they conduct workshops on "The Effective Utilization of Advisory Committees."

The Guide contains a sample agenda, transparency masters, pre-workshop activities, a list of "do's and don'ts", and other supportive and evaluative materials. Each suggestion is presented only as an aide to the workshop leader. It is the responsibility of the leader, in concert with other local planners, to select and choose those items that are most appropriate to the particular group in the workshop. The Guide is intended as a "tool" that can facilitate an effective in-service program.

Workshop leaders are completely free to use this Guide in an appropriate manner consistent with the needs of the group being served.

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PRE-WORKSHOP PLANNING

An essential key to the success of any workshop is the comprehensive and specific planning that is done prior to the implementation of the program. After the workshop goals have been identified, the program needs to be designed to meet these goals and to allow sufficient opportunity for unforseen contingencies.

Whether the leader is responsible for planning and implementing a workshop on a regional level or within a local district setting, the following information is intended to assist in the adequate preparation for advisory committee workshops. The packaged workshop materials are specifically designed to prepare teachers and advisory committee members to understand how to use advisory committees in implementing vocational education programs. The tasks needing the attention of the in-service coordinator are grouped into the following categories:

- Involvement of people
- Observers at the workshop
- Developing the workshop outline
- Workshop facilities and equipment

The success of an in-service workshop is highly dependent upon the amount of effort and efficiencies of the pre-workshop activities. These are essential in the overall plan for the workshop. Critical aspects to be considered include the following:

- Obtain an accurate description of the capabilities of the facility to be used in conducting the activities and adapt the experiences to the setting.

- Determine from contractor the number and background of the workshop participants.

- Support personnel should be utilized to assist in set-up of equipment, and registration. Audio-visual equipment should be set-up at least one-hour before the workshop is to commence.

- Coffee and if possible rolls should be available for the participants before and duirng the workshop.

- Maps and directions to the location of the workshop should be sent to all participants not familiar with the facility.

Involvement of People

I. Commitment of local district(s) personnel to participate in the workshop:

   A. It is assumed this step has already been taken and that:

      1. If run locally, local district administrators and, if necessary, the local district board are aware of the necessary commitments regarding resources, materials, space and personnel that must be made.

      2. If run regionally, the local district or districts planning to take part have been made aware of the necessary commitments expected of them.

   B. In the event this has not been accomplished, it is suggested that it become the initial planning task.

II. Determining and selecting participants:

   A. General considerations:

      1. Determine the number of participants (teachers, administrators, advisory committee members) to be involved in the workshop. It is recommended that a workshop should not exceed approximately twenty-five (25) participants.

      2. Determine the organizational levels and possible different occupational areas to be included in the workshop.

         While not necessary, the leader may wish to limit the attendance of the workshop to specific groups (example: only district level vocational education advisory groups or only specific individual craft committees in a given occupational field). Be sure to make this information know at the outset when determining the participants.

      3. It is recommended that a minimum of two (2) vocational education teachers be selected from any one school building. This is to give those involved more opportunity for moral support and cooperative assistance. Chances of success in implementing the concept are greater when two (2) or more teachers in a building are involved in using advisory groups.

4. Local districts and building administrators should be encouraged to become actively involved in the promotion and selection of the workshop participants. A letter or other announcement from the chief administrator(s) of the participating district(s) is an effective recruiting technique.

5. Mandatory participation in the workshop is strongly discouraged.

6. Wherever possible, workshop participants should include classroom teachers, local administrators and members of existing advisory committees functioning in the district.

7. Participation should be encouraged from the individuals that want to become involved and are anxious to find out more about the role of advisory committees in vocational education and how they might implement it.

8. It is recommended that participants agree to:

    a. Participate in the TOTAL workshop.

    b. Develop and use the action plans and other techniques as identified through the workshop.

    c. Serve in the future as resource people in activities designed to further promote the concept of advisory committees in vocational education.

B. Special regional considerations:

1. Determine whether more than one local district in the region is to be involved in the workshop. Some indicators to consider are:

    a. The number of participant spaces allowed for in your workshop.

    b. The number of local districts that want to participate.

    c. Evaluate the effort that the district is willing to make both for the workshop and after the workshop during the school year.

    NOTE: If more than one district is to be involved, it may be necessary to assign district "quotas" regarding the number of participants who might be involved.

2. Each local district participating in the "regional" workshop should provide a roster of participants in advance of the workshop. This roster should indicate each participant's special involvement with and interest in advisory committee utilization, e.g. teachers acting as committee coordinators or members of a craft committee or interested individuals.

C. Special local considerations:

1. Determine whether more than one school building within the district is to be involved. Some indicators to be considered are:

   a. The position of the district in regards to using local advisory groups for each specific program versus the use of district wide advisory committees per occupational area.

   b. The position of the district in regards to future expansion of the concept of advisory committees for other areas of education throughout the system.

   c. The receptiveness of local administrators in promoting the concept within their building or program.

   d. The anticipated receptiveness of the classroom teachers within a building to accept and use the concept.

2. If special areas of emphasis are to be the focus of the workshops these should be noted in advance.

III. Information to be provided the participants:

A. It is recommended that participants be formally notified of their selection for the workshop. It is recommended this be done by local district officials. If the workshop is run regionally, a congratulatory letter from the regional workshop planner would be desirable.

B. Participants should receive from the workshop planner the following information: (see attachments for example)

1. Copies of the participant workshop objectives or an abstract of them.

2. Workshop schedule and design.

3. Information on the time, place, and dates of the workshop and what preparation is needed prior to it.

4. Procedural information about the workshop facilities and format.

5. Background information about the workshop implementors. (This is especially critical if these tasks are to be accomplished by outside consultants, e.g. members of teacher education institutions.)

C. Participants should receive, complete, and return prior to the workshop:

1. Participant information sheet (see attachment for example) and commitment form.

2. Any university or college required procedures if the workshop is being conducted as a credit course.

IV. Selecting workshop leaders:

A person(s) will need to be charged with the responsibility of conducting the workshop. It is important to consider more than one leader of the workshop participant group is expected to exceed twenty-five persons. The involvement of assistants is always of benefit when attempting to provide a working atmosphere for the workshop. Trained personnel to handle leader responsibilities can be obtained from the list of qualified trainers (attached) and or by calling:

Dr. Robert Weishan
Educational Consultant
Michigan Department of
Education
Box 928
Lansing, Michigan 48904

Telephone: (517) 373-8626

Mr. Karl Stearns
Supervisor
Michigan Department of
Education
Box 928
Lansing, Michigan 48904

Telephone: (517) 373-8626

Leaders should be informed of their specific responsibilities and the dates, times, and places they are expected to be present at the workshop. Further, these people should know in advance what their specific responsibilities will include so that they can properly prepare for the workshop assignment(s).

A. Individuals handling this part of the organization should:

1. Write confirming letters to these people and include a description of their responsibilities, important dates and times, and what preparation they should do before the workshop.

2. Call a meeting of the workshop team and reviewing the entire workshop and the responsibilities of each person involved.

B. If the workshop implementation is being delegated to a "workshop team" such as a university or CEPD team, be sure to include in the agreement with the team an understanding regarding who will identify personnel for the workshop and instruct them as to their respective responsibilities.

Observers at the Workshop

- It may be beneficial to invite some people to observe the workshop in order to promote relations with the community and with the school as a whole.

- Consideration may be given to inviting interested persons, such as school board members, central administration personnel, non-vocational education teachers and administrators, particularly those on curriculum councils and related committees. From the community-at-large, consideration may be given to such individuals such as local newspaper reporters, members of other school advisory committees (Title III, etc.) and representatives from the chamber of commerce or other businesses and industries.

- It is further recommended that people observing the workshop process be allowed to speak with the participants and identify how they are reacting to the workshop itself.

Developing the Workshop Outline

- The content of the workshop should be determined through an assessment of the needs of the participants selected for the workshop. This needs assessment can vary in terms of its sophistication. A needs assessment could be:

- A thorough study of the participant group.

- A mental consideration by the workshop implementor (you perhaps).

- A group comprised of workshop participants and administrators who would identify the needs of the participant group.

- It is recommended that any one of the above processes by conducted by examining the suggested advisory committee functions that are covered by the instructural communication exercises. The needs assessment process should identify those functions on that list which are most appropriate for the workshop. The workshop leader should make sure that the structural communication exercises related to those key functions are definitely covered in the workshop. Subsequent follow-up meetings should be planned whereby the workshop participants could go through all of the remaining structural communication exercises that are not covered in the workshops itself.

- Participant objectives could also be identified by the needs assessment process that are not included on the suggested list. A list of other possible objectives identified as appropriate by the participants of the workshop should be developed. A sample listing of workshop objectives is provided to illustrate how each workshop leader could set the goals and expectations for the workshop.

Workshop Facilities and Equipment

I. The facilities selected for the workshop should be large enough to adequately handle:

   A. The participants involved.

   B. The workshop leaders and resource people and their equipment and materials.

   C. The observers.

II. The facilities should be include a room large enough to handle the entire group listed in No. 1 above as well as rooms for smaller group efforts. Given a workshop group of approximately twenty-five (25) participants, it is suggested that the facilities include:

   A. One large room which can be separated into two or more smaller rooms; or

   B. One large room and at least one smaller room.

   NOTE: The larger the number to be involved in the workshop, the greater the need for more small rooms.

A room arrangement for each activity to be included in the workshop should be developed as a check to see if the facilities will be adequate for all the planned activities of the workshop.

III. If the workshop is to be conducted during or near meal times, it is suggested that:

   A. A plan be developed to include meals at the workshop site; or

   B. Meals be catered at a nearby agency; or

   C. Nearby restaurants be identified where meals can be obtained by the participants.

   NOTE: Should alternative "C" be used, it may be necessary to lengthen the noon hour of the workshop so as to allow everyone an opportunity to eat and return to the workshop center without the feeling of being rushed at lunch.

IV. In respect to equipment, the following factors should be considered.

   A. Sufficient chairs for the participants, leaders, resource people, and observers are needed.

   B. Sufficient tables for participants to work in groups of threes or fours plus at least one table for each resource aid station should be considered.

   C. Remaining equipment needs will be based on the kind of workshop design selected. Given the utilization of the suggested workshop package and given a workshop size of twenty-five participants, the following equipment is recommended:

      1. At least one large chalk board.

      2. At least one large screen for workshop instruction activities.

      3. One filmstrip cassette (combination) projector or a filmstrip projector and a portable cassette player.

      4. One overhead projector.

V. In addition, the following miscellaneous items may enhance workshop efforts.

   A. If signs are used, make certain they:

      1. Welcome the participants to the workshop.

      2. Assist the participants in finding the right room at the right time.

      3. Reinforce significant items of information.

4. Some examples of signs include:

   a. Welcome workshop participants

   b. Room "A"   Room "B"

   c. What is it we want to achieve

   d. What must we do to achieve the desired results

   e. How will we know if we've achieved the desired results?

B. Provide needed clerical or copy services or make other arrangements so that each participant and/or school administrator receives a written proceedings of the workshop.

C. It is suggested you provide for coffee or other beverages for the participants.

PRE-WORKSHOP PLANNING CHECKLIST

Involvement of People

School districts identified

Participants selected

Information sent to participants

Leaders Selected for each Activity of the Workshop

Introduction of people involved in workshop planning

Group collaboration in planning the workshop.

Examining local needs and the eight functions of advisory committees.

Examining the workshop materials.

Building a workshop plan and agenda.

Checking the quality of materials, facilities and personnel for the workshop.

Where do we go after the workshop? Looking ahead to the follow-up.

Writing performance goals and objectives for the workshop.

Expanding the workshop format to include cooperative activities between teachers and local advisory committee members.

Identifying and using community resources to enrich the workshop.

Workshop leadership team meeting completed and coordination assured.

Observers notified and special guests invited.

Workshop Format

Workshop outline developed and sent to participants

Resources

Resource people identified and finances arranged

Resource materials arranged

Supplies arranged

Workshop facilities obtained and readied.

Resources (Continued)

Workshop equipment arranged and checked out.

Other

Coffee for participants

Clerical help for participants

Signs

SAMPLE IN-SERVICE PERFORMANCE OBJECTIVES

General Performance Goals:

After participating in a workshop and/or completing this Guide, it is anticipated that the individual will:

1. have a better understanding of the roles and functions of advisory committees in the improvement of educational programs.
2. have a more favorable general attitude toward the roles, functions, and use of advisory committees.
3. develop a plan to provide leadership on the local level for the implementation of new and/or expanded advisory committee roles and functions.

Specific Performance Objectives:

1. Given a presentation of basic information regarding the eight (8) advisory committee roles that were identified in the initial Needs Assessment Study, the participant will select and complete four (4) exercises each concerned with a different role. These Structural Communication exercises will require individual and group problem-solving regarding advisory committee functions within the role depected.

   These exercises are designed to provide the participant with a better understanding of:

   a. the problems associated with how an advisory committee should function in each role

   b. some possible alternative approaches to problem solutions

   c. new ideas, concepts, or perspectives regarding the potential implementation of the advisory committee role discussed.

2. Given a completed workshop experience, the participants(s) will be expected to exhibit positive change in their general attitude toward the roles, functions, and value of advisory committees as measured by their increased involvement with the advisory groups related to their educational program.

3. Given an overview of the purpose of the Local Advisory Committee Action Plan, each participant(s) will (individually or as a member of a school's workshop team):

    a. assess the current level of advisory committee utilization in his or her educational program(s).

    b. develop a proposed plan of action for establishing and/or improving the utilization of advisory committees in the same educational program(s).

SAMPLE AGENDA FOR PARTICIPANTS

THE EFFECTIVE UTILIZATION OF ADVISORY COMMITTEES

Workshop Coordinator:

Name of Consultant (if applicable)
Institution Sponsoring Workshop
Location of Workshop
Time, Dates and Place where the Workshop
is being conducted

Activity Outline:

Introduction and Opinionnaire

Purpose of the Workshop

"Do We Really Care?" (slide/sound presentation)

Role and Function of Advisory Committees

Structural Communications

Local Action Plan

Evaluation and Summary

SAMPLE AGENDA
FOR
WORKSHOP LEADERS

To faciliatate the planning and operation of the workshop, an outline which includes both basic dialogue along with time estimates has been developed for your utilization. (Please note that activities are identified in CAPITAL LETTERS.) If any portion of this outline fits the needs of the participants it may be used. Do not hesitate to extract that portion and revise it to focus on the specific needs.

WORKSHOP LEADER'S OUTLINE

I. Registration and coffee (30 minutes maximum prior to formal beginning)

REGISTRATION FORMS SHOULD HAVE AREAS OF INTEREST INDICATED IN ORDER TO ASCERTAIN THE PLACEMENT OF PARTICIPANTS INTO THE APPROPRIATE STRUCTURAL COMMUNICATION GROUP.

II. Introductions (15 minutes maximum)

A. "THANK YOU, MY NAME IS ______________________________ AND I AM YOUR WORKSHOP LEADER."

B. MAKE APPROPRIATE INTRODUCTIONS OF OTHER PERSONNEL INVOLVED IN THE WORKSHOP.

C. IF THE OPINIONNAIRE IS USED, THE FOLLOWING MAY BE HELPFUL. AS WE GET STARTED TODAY, I WOULD FIRST LIKE TO ASK YOU TO COMPLETE THE ADVISORY COMMITTEE OPINIONNAIRE (FORM 1) IN YOUR REGISTRATION PACKAGE IF YOU HAVE NOT ALREADY DONE SO. THIS WILL BE USED AS AN ATTITUDINAL SURVEY FOR THE WORKSHOP AND WILL PROVIDE US WITH A BEGINNING POINT FOR FUTURE FOLLOW-UP EVALUATIVE MEASURES (APPROXIMATELY 10 MINUTES). AS YOU COMPLETE YOUR OPINIONNAIRE, WOULD YOU PLEASE LET ME KNOW SO THEY CAN COLLECT THEM BEFORE WE MOVE INTO THE STRUCTURED ASPECTS OF THE WORKSHOP.

III. Purposes of the Workshop (10 minutes)

A. The general and specific performance objectives for the workshop were included in your registration materials.

B. Basically, these can be summarized as follows (see Transparency 4);

1. To have a better understanding of the possible roles and functions of advisory committees in the improvement of educational programs.

2. To have a more favorable, general attitude toward the roles, functions, and use of advisory committees.

3. To develop a plan to provide leadership on a local level for the implementation of new or expanded advisory committee roles and functions.

C. To provide general insight into the working structure for the workshop, I would like to briefly refer to the agenda before you.

1. "Do We Really Care?"--a slide presentation which suggests situations that could be avoided through an effective advisory committee, typical issues discussed by advisory committees and other factors supporting the use of advisory committees.

2. Guide for Improving Effectiveness--is the major resources that will be used in the workshop. This guide is yours to use during the workshop and to keep as a reference when you leave the workshop. The Guide is divided into three sections: Structural Communication Exercises, Implementation Resources and Local Action Plan.

3. We will be going through a number of the structural communication exercises (minimum of two) and then we will try to pull together an Action Plan for your advisory committee. In going through the exercises and in working out the Action Plan, we will use the Implementation Resource as a source of sample solutions and ideas. The resource section represents a selection of examples from the field which demonstrates how other advisory committees are solving their problems as they relate to the eight basic functions.

4. At the end of the workshop, we will try to summarize what we have accomplished and attempt to outline a follow-up plan.

5. Finally, we will ask each of you to fill out a short evaluation form to give us feedback on how we could

improve these in-service activities.

IV. Introduction to Do We Really Care (5 minutes)

A. The purpose of the slide/sound presentation you are about to see is to provide a general overview of the problems, functions, and issues commonly faced by advisory committees.

B. It was developed from a point of view of a new member joining a committee and attempts to walk the person through his role on an advisory committee.

C. It provides both positive and negative thoughts regarding the advisory committee concept. These were designed to provide a "real" picture of advisory committees. Much of the dialogue is real and portrays typical comments that are commonly made.

NOTE: SHOW SLIDE/SOUND PRESENTATION--"DO WE REALLY CARE?" (25 minutes)

D. Before we proceed into some questions, you may have regarding this presentation, there are several points that I would like to make.

1. CLARIFY THE DISTINCTION BETWEEN CAREER EDUCATION AND VOCATIONAL EDUCATION

    a. Transparencies 1 or 2
    b. Discussion and possible questions

2. SUMMARIZE THE EIGHT MAJOR FUNCTIONS THAT WERE STRESSED IN THE PRESENTATION (Transparency 8).

3. REEMPHASIZE THE REASONS AND RATIONALE FOR ADVISORY COMMITTEES.

    a. Two-way communication
    b. State Department involvement
    c. Legislation support
    d. Community involvement
    e. Keep program "in tune"

4. STRESS THE IMPORTANT ROLE ADVISORY COMMITTEES CAN HAVE IN RELATIONSHIP TO HANDICAPPED AND DISADVANTAGED STUDENTS.

5. THE INCLUSION OF ANY OF THE FOLLOWING DISCUSSION POINTS CAN BE DETERMINED BY THE NEEDS OF THE INDIVIDUAL GROUPS OF PARTICIPANTS AT THE WORKSHOPS. CONSEQUENTLY, IT WOULD BENEFIT EACH WORKSHOP LEADER TO FULLY EXPLORE THE AREAS OF CONCERN THAT MAY BE GENERATED BY THE SLIDE/SOUND PRESENTATION. OTHER POSSIBLE DISCUSSION ITEMS INCLUDE:

a. Responsibility of offices.
b. Recommend membership.
c. Membership rotation.
d. Scheduling of meetings.
e. Appreciation and acknowledgement techniques.
f. Formulating recommendations of the committee.
g. The perceptions of labor representatives on the committee.
h. The perceptions of business representatives of the committee.
i. The perceptions of industry representatives on the committee.
j. The special needs students and personal vocational program needs.
k. Role of the advisory committee within the total education program.
l. Examples of an effective, active committee in action.
m. How to assess the effectiveness of an advisory committee judgementally.

V. Guide for Improving Effectiveness (5 minutes maximum)

A. QUICK OVERVIEW OF THE THREE SECTIONS IN THE GUIDE

1. STRUCTURAL COMMUNICATIONS

2. IMPLEMENTATION RESOURCES

3. LOCAL ACTION PLAN

B. POINT OUT THAT MATERIAL MAY BE USED ON A SELF-INSTRUCTIONAL BASIS

--APPROPRIATE BREAK TIME--

VI. Structural Communications Exercises (45 to 60 minutes each)

A. GET PARTICIPANTS INTO GROUPS

1. TO BE DETERMINED BY INTERESTS OF PARTICIPANTS

2. OPTIMUM GROUP SIZE IS 5 TO 7

B. REASONS FOR COMMUNICATIONS EXERCISES

1. THEY ARE DESIGNED TO FACILITATE GREATER AWARENESS AND UNDERSTANDING OF VARIOUS FUNCTIONS OF ADVISORY COMMITTEES (Show Transparency 11).

2. PROVIDE REALISTIC DECISION-MAKING EXPERIENCES.

3. CREATE INDIVIDUAL AND GROUP INVOLVEMENT.

C. TURN TO APPROPRIATE EXERCISE (S)

1. BECOME FAMILIAR WITH PROCESS.

2. WALK PARTICIPANTS THROUGH THE TOTAL PROCESS (Show Transparency 10 and refer participants to Page A-12 in the Guide.)

3. PASS OUT PARTICIPANTS RESPONSE SHEET (Form 3--number of participants x number of planned exercises=required copies needed.)

4. HAVE PARTICIPANTS BEGIN EXERCISE.

5. INTERACT WITH GROUPS.

6. COLLECT RESPONSE SHEETS (if appropriate.)

--APPROPRIATE BREAK FOR LUNCH--

D. REPEAT PROCESS OUTLINED IN "C" ABOVE ON AN ABBREVIATED FORM FOR EACH REQUIRED EXERCISE. SUCCESSIVE EXERCISE WILL REQUIRE LESS TIME. THE NUMBER OF EXERCISES IS DEPENDENT UPON THE GOALS OF THE WORKSHOP. IN GENERAL TWO TO THREE SHOULD BE COVERED.

Local Action Plan Review (90 minutes)

A. EXPLAIN THE THREE SECTIONS OF THE ACTION PLAN

1. ASSESSMENTS AND GOALS

   a. Show Transparency 12

   b. Walk participants through this section

2. STRATEGIES (Show Transparency 13)

3. PLAN DEVELOPMENT (Show Transparency 14)

B. DIVIDE PARTICIPANTS INTO ACTION PALNNING TEAMS

   1. ANSWER QUESTIONS

   2. ASSIST TEAMS IN THE DEVELOPMENT OF THEIR COMPONENT

VIII. Summary remarks

IX. Workshop evaluation

   1. WORKSHOP EVALUATION (Form 2)

   2. IF OPINIONNAIRE IS USED (See Form 1.)

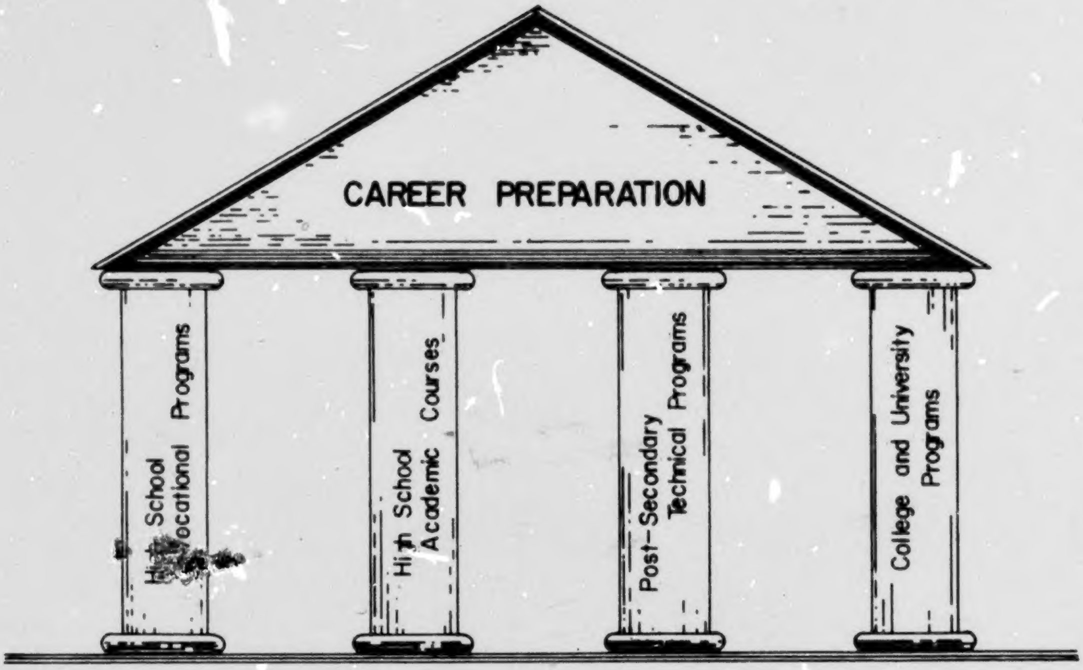
APPENDIX A

TRANSPARENCY MASTERS

The following transparency masters have been included in this section to provide supportive information in various areas. In addition possible areas where these transparencies may be used have also been identified.

Transparency - 1	"Meaningful Career Preparation Programs"--To discuss the concept of Career Education.
Transparency - 2	"Career Education"--To develop relationship of Career Education by means of elements of Career Development and Career Preparation.
Transparency - 3	"The Degree of Frequent Advisory Committee Involvement"--To supplement workshop agenda item regarding "Role and Functions of Advisory Committees."
Transparency - 4	"Purposes of Workshop"--To supplement workshop agenda item regarding "Purpose of the Workshop."
Transparency - 5	"Long Term Program Standards of Quality"--To support agenda items "Introduction" and "Role and Function of Advisory Committees."
Transparency - 6	"Occupational Advisory Committees"--A more detailed description of the first Program Standard of Quality. To support agenda items "Introduction" and "Role and Function of Advisory Committees."
Transparency - 7	"Advisory Committee Review"--A more detailed description of the second Program Standard of Quality. To support agenda items "Introduction" and "Role and Function of Advisory Committees."
Transparency - 8	"Suggested Functions of the Advisory Committee"--To support agenda items dealing with the overview of the slides/sound presentation also "Role and Function of Advisory Committees."
Transparency - 9	"Guidelines for Occupational Advisory Committees"--Michigan Department of Education Guidelines relating to agenda items regarding slide/sound presentation overview, and "Role and Function of Advisory Committees."

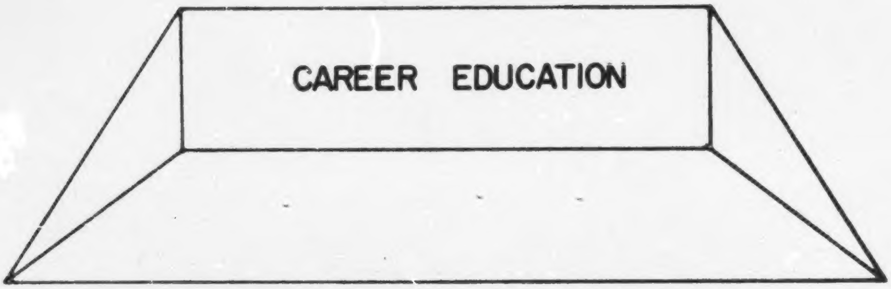
Transparency	- 10	"Structural Communications Exercises"--A step-by-step guide to utilizing the "Structural Communications" segment of the workshop guide.
Transparency	- 11	"Structural Exercises Descriptors"--To be used in describing "Structural Communications" agenda item.
Transparency	- 12	"Local Action Plan - Part 2"--To be utilized in describing the initial segment of the "Local Action Plan" item of the agenda. It is suggested that each workshop leader walk the participant through the use of this section.
Transparency	- 13	"Local Action Plan - Part 3"--To be utilized in describing the second segment of the "Local Action Plan" item of the agenda.
Transparency	- 14	"Local Action Plan - Part 4"--To be utilized in describing and explanation of the Plan Development of the "Local Action Plan" item of the agenda.


CAREER PREPARATION
High School Vocational Programs
High School Academic Courses
Post-Secondary Technical Programs
College and University Programs

Meaningful Career Preparation Programs

Depend on the school's being able to provide quality vocational and technical training over a wide range of occupational interests.

TRANSPARENCY - 1

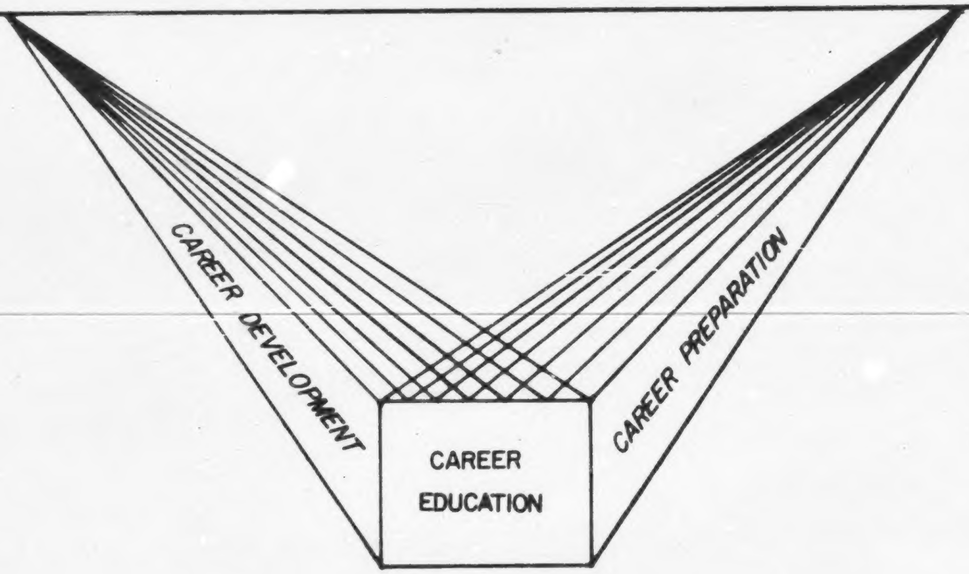

CAREER EDUCATION

Career Development

1. Self Awareness
2. Career Awarenenss
3. Decision Making

Career Preparation

1. Academic Skills
2. Vocational Skills
3. Technical Skills


CAREER DEVELOPMENT
CAREER PREPARATION
CAREER EDUCATION

TRANSPARENCY - 2

THE DEGREE OF
FREQUENT ADVISORY COMMITTEE INVOLVEMENT

FUNCTIONS	PERCENT INVOLVEMENT
OCCUPATIONAL SURVEYS	20-30
COURSE CONTENT ADVISEMENT	40-60
STUDENT PLACEMENT	15-25
COMMUNITY PUBLIC RELATIONS	10-15
EQUIPMENT AND FACILITIES	50-60
PROGRAM STAFFING	0-5
PROGRAM REVIEW	25-35
OBTAINING COMMUNITY RESOURCES	30-50

TRANSPARENCY - 3 -

PURPOSES OF THE WORKSHOP

1. TO HAVE A BETTER UNDERSTANDING OF THE POSSIBLE ROLES AND FUNCTIONS OF ADVISORY COMMITTEES IN THE IMPROVEMENT OF EDUCATIONAL PROGRAMS
2. TO HAVE A MORE FAVORABLE, GENERAL ATTITUDE TOWARD THE ROLES, FUNCTIONS, AND USE OF ADVISORY COMMITTEES
3. TO DEVELOP A PLAN TO PROVIDE LEADERSHIP ON A LOCAL LEVEL FOR THE IMPLEMENTATION OF NEW OR EXPANDED ADVISORY COMMITTEE ROLES AND FUNCTIONS.

TRANSPARENCY - 4 -

LONG TERM PROGRAM STANDARDS OF QUALITY
FOR
VOCATIONAL-TECHNICAL PROGRAMS IN MICHIGAN

THESE PROGRAM STANDARDS OF QUALITY PROVIDE THAT:

I. OCCUPATIONAL ADVISORY COMMITTEES BE ESTABLISHED.

II. ADVISORY COMMITTEES WILL BE UTILIZED TO ASSIST LOCAL EDUCATIONAL AGENCIES IN THE PLANNING, DEVELOPING AND REVIEW OF EACH OCCUPATIONAL PROGRAM.

TRANSPARENCY - 5 -

I. OCCUPATIONAL ADVISORY COMMITTEES

LOCAL EDUCATIONAL AGENCIES ARE REQUIRED TO APPOINT ADVISORY COMMITTEES FOR EACH PROGRAM OR CLUSTER OF PROGRAMS. THIS MAY BE DONE ON A CEPD BASIS OR BY EACH LOCAL AGENCY. SUGGESTIONS FOR INVOLVEMENT OF ADVISORY COMMITTEES ARE INCLUDED IN SECTION M OF THE ADMINISTRATIVE GUIDE.

EACH OCCUPATIONAL ADVISORY COMMITTEE SHOULD HAVE DESIGNATED PERSONS WHO ARE KNOWLEDGEABLE ABOUT PROGRAMMING FOR HANDICAPPED AND DISADVANTAGED YOUTH AND ADULTS.

THE FOLLOWING TASKS WILL BE POINT OF FOCUS FOR THE ADVISORY COMMITTEE:

1. TO DEVELOP MEASURABLE OBJECTIVES TO BE ACCOMPLISHED BY THE SPECIFIC OCCUPATIONAL ADVISORY COMMITTEE FOR EACH YEAR.

2. TO ADVISE IN THE LOCAL ADOPTION OF STUDENT LEVEL MINIMUM PERFORMANCE OBJECTIVES.

3. TO MAKE RECOMMENDATIONS RELATED TO APPROPRIATE VOCATIONAL EDUCATION PROGRAM EQUIPMENT.

4. TO IDENTIFY AND RECOMMEND APPROPRIATE SPACE ALLOCATIONS AND UTILIZATION.

5. TO CONDUCT A REVIEW OF THE OCCUPATIONAL PROGRAM.

6. TO ADVISE SCHOOL OFFICIALS RELATIVE TO JOB PLACEMENT AND JOB OPPORTUNITIES FOR THE PROGRAM.

7. TO ASSIST LOCAL EDUCATIONAL AGENCIES IN ARTICULATING THE PROGRAM WITH OTHER AGENCIES AND EDUCATIONAL INSTITUTIONS.

8. TO MAINTAIN A RECORD OF MEETINGS THROUGH DOCUMENTED MINUTES WHICH ARE FORWARDED TO THE ADMINISTRATOR IN CHARGE OF THE PROGRAM.

TRANSPARENCY 6

II. ADVISORY COMMITTEE REVIEW

A. ALL APPROVED VOCATIONAL PROGRAMS ARE SUBJECT TO REVIEW BY AN OCCUPATIONAL ADVISORY COMMITTEE. AGENCIES NOT PROVIDING FOR A PROGRAM REVIEW WILL BE CONTACTED BY THE VOCATIONAL-TECHNICAL EDUCATION SERVICE. IF THE PROBLEM CANNOT BE RESOLVED, THE PROGRAM REIMBURSEMENT WILL BE DISCONTINUED.

B. A SUGGESTED REVIEW QUESTIONNAIRE WILL BE SENT TO EACH EDUCATIONAL AGENCY BY THE VOCATIONAL-TECHNICAL EDUCATION SERVICE. RESULTS OF THE REVIEW PROCEDURE SHOULD BE MADE AVAILABLE TO THE LOCAL EDUCATIONAL AGENCY ADMINISTRATIVE PERSONNEL. THE REVIEW REPORT WILL BE AVAILABLE TO THE VOCATIONAL-TECHNICAL EDUCATION SERVICE UPON REQUEST.

TRANSPARENCY 7

SUGGESTED FUNCTIONS OF THE ADVISORY COMMITTEE

- Conduct occupational surveys
- Advise on course content
- Assist in job placement of students
- Disseminate public information (PR)
- Advise on equipment selection
- Evaluation of program
- Review of program
- Assess community resources

TRANSPARENCY 8

GUIDELINES FOR OCCUPATIONAL ADVISORY COMMITTEES

RECOMMENDED MEMBERSHIP

1. AT LEAST THREE (3) EXPERTS KNOWLEDGEABLE IN THE SPECIALIZED OCCUPATIONAL AREA REPRESENTATIVE OF MANAGEMENT AND/OR LABOR AND REPRESENTATIVE OF A BROAD GEOGRAPHICAL BASE WITHIN THE DISTRICT.
2. NO MORE THAN TWO (2) EDUCATORS WHICH MIGHT REPRESENT ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL, POST-SECONDARY, OR ADULT LEVELS KNOWLEDGEABLE OF THE SPECIALIZED PROGRAM.
3. NOT MORE THAN ONE (1) HIGH SCHOOL STUDENT OR FORMER STUDENT.
4. ONE VOCATIONAL EDUCATION COUNSELOR, IF POSSIBLE.
5. REPRESENTATIVES OF COMMUNITY INTERESTS, INCLUDING PERSONS FAMILIAR WITH THE SPECIAL NEEDS OF THE POPULATION TO BE SERVED.

TRANSPARENCY 9

STRUCTURAL COMMUNICATION EXERCISES

- What are Structural Communication Exercises?

  Structural communications are means of developing greater understanding of a certain topic. In this case the topics are concerned with the eight major functions of educational advisory committees. This series of exercises will provide you with a greater awareness and understanding of the various functions of advisory committees.

- How can I use the exercises?

  Any of the exercises can be used in either an individual (self-instructional) format, or a small group discussion format.

- Specifically, what will I gain from the exercises?

  Each exercise will provide you with a better understanding of:

  a) The problems associated with how an advisory committee might function in an identified role.

  b) Some possible alternative approaches to solving the problems.

  c) Some new ideas, concepts or perspectives regarding the potential implementation of the advisory committee role under discussion.

- What is the general procedure for completing a Structural Communication Exercise? (Begin by selecting one exercise of interest to you from the following eight exercise packages and follow the instructions given in the exercise. You should complete at least two (2) exercises to ensure a broader understanding of advisory committees roles.)

  Step 1: Read the INTENTION (Introductory Information)

  Step 2: Read the INVESTIGATION (realistic advisory committee problem)

  Step 3: Select your responses to the INVESTIGATION statement on the RESPONSE MATRIX. (If the exercise is used in a small group format, also develop a group response.)

  Step 4: Review the DIAGNOSTIC and read the appropriate DISCUSSION COMMENTS

  Step 5a: Read the VIEWPOINT for clarification or additional information and develop a revised response on the RESPONSE MATRIX.

  or

  Step 5b: Develop a revised response on the RESPONSE MATRIX.

STRUCTURAL COMMUNICATION EXERCISE DESCRIPTORS

	Exercise	Program Area	Program Level
1.	Occupational/Community Surveys	Health Occupations	Senior High school
2.	Course Content Advisement	Automotive Service	Community College
3.	Student Placement	Placement Center	Senior High School
4.	Community Public Relations	Vocational Education	Area Vocational Center
5.	Equipment and Facilities	Machine Technology	Community College
6.	Program Staffing	Food Service	Area Vocational Center
7.	Program Review	Vocational Education	Senior High School
8.	Identifying Community Resources	Career Exploration	Junior High School

TRANSPARENCY - 11 -

LOCAL ADVISORY COMMITTEE ACTION PLAN

PART 2--ASSESSMENT AND GOAL SETTING DEVELOPMENT

Action Plan Development Team:

School: ______________________

Date: ______________________

______________________, ____________
______________________, ____________
______________________, ____________
______________________, ____________

PURPOSE:

THIS INSTRUMENT IS INTENDED TO PROVIDE AN AVENUE FOR SELF-ASSESSMENT REGARDING THE UTILIZATION COMMONLY PERFORMED BY ADVISORY COMMITTEES, IN ADDITION IT WILL ASSIST IN PROCESS OF ESTABLISHING GOALS FOR THE EFFECTIVE UTILIZATION OF ADVISORY COMMITTEES.

Local Action Plan Assessment For:
(Type of Program)

____

(A) - Occupational Committee ____________
(B) - GENERAL ____________
(check one)

Code

________ Present Assessment
________ Six Month Goal Projection

FUNCTION	PERCENT OF UTILIZATION 0 25 50 75 100			
1. Occupational Surveys				
A. Use of the Local Manpower Planning Handbook..................................				
B. Consultation with Michigan Employment Security Commission......................				
C. Use of Occupational Handbook.............				
D. Surveys Community Needs..................				
E. Use of Community Survey Data.............				
2. Course Content Advisement				
A. Identification of Occupational Competencies................................				
B. Development of Program Goal Statements....................................				
C. Review of Topical Outlines................				
D. Review of Performance Objectives..........				
3. Student Placement				
A. Organization of Employer-Student Conferences..................................				
B. Notification of Job Openings..............				
C. Writing Recommendation Letters for Students..................................				
D. Employment of Graduates...................				
E. Review of Follow-up Studies...............				
F. Liaison with MESC.........................				

TRANSPARENCY - 12 -

LOCAL ADVISORY COMMITTEE ACTION PLAN
PART 3 - STRATEGY EXAMPLE

School: Local High School
Date: 9-1-74

Action Plan Development Team:

Peter Smith, Principal
Mary Jones, Voc. Dir.
Sam Soski, Voc. Teacher
Larry First, Adv. Com.
(name) (position)

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority*
			Initiation	Completion	
I. Select an advisory committee for drafting program.	1. Solicit names of prospective members from various community groups and local industries with prospective members	Were names and titles obtained?			
	2. Send letter of invitation to prospective advisory committee members.	Did advisory committee member accept the invitations?	9-15-74		1
	3. Discuss individually the function and role of the committee.	Were individual discussion held?			
	4. Send follow-up letter for appreciation of involvement together with timetable of advisory committee meetings	Are the times and dates of advisory committee meetings acceptable to majority of members?	10-01-74	10-12-74	

Supportive Guide Resources

Implementation Resources.
"Do We Really Care"
Sound/slide or film strip.

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. These goals which are most important should be pursued first.)

TRANSPARENCY - 13 -

LOCAL ADVISORY COMMITTEE ACTION PLAN
Part 4 - Plan Development

School: ______________________

Date: ______________________

Action Plan Development Team:

______________________, ______________

______________________, ______________

______________________, ______________

______________________, ______________

(name) (position)

Action Plan Goals	Strategy for Goal Attainment	Goal Attainment Criteria/ Measurement Technique	Projected Timetable		Priority*
			Initiation	Completion	

*As viewed by the Action Plan Development Team (Specific priorities should be determined after all action plan goals have been identified. Those goals which are most important should be pursued first.)

TRANSPARENCY - 14 -

APPENDIX B

ADVISORY COMMITTEE OPINIONNAIRE (FORM 1)

Social Security No.: ____________________ DATE: ____________________
(Last 4 digits)

Directions:

Below is a series of statements concerning the function, use, and effectiveness of advisory committees. For each statement, please indicate your own opinion by circling one of the six numerical responses that follow each statement. If you completely or strongly disagree with the statement, circle 1. If you mostly or moderately disagree, circle 2. If you only slightly or mildly tend to disagree, circle 3. If you only slightly or mildly tend to agree, circle 5. If you completely or strongly agree, circle 6. Please try to reflect your own true feelings about these issues as accurately as you can.

I. General

	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
1. There should be little contact between school, MESC, and other community agencies.	1	2	3	4	5	6
2. Administrative commitment to using advisory committees is a key to their effectiveness.	1	2	3	4	5	6
3. Funding of advisory committee projects and activities would not affect their success.	1	2	3	4	5	6
4. Finding the time for advisory committee meetings and activities is difficult.	1	2	3	4	5	6
5. The information which MESC provides is outdated and not really useful.	1	2	3	4	5	6
6. Advisory Committees should not have a definite set of responsibilities.	1	2	3	4	5	6
7. Advisory committees tend to be non-effective on the whole.	1	2	3	4	5	6
8. There should be official recognition of advisory committee participation.	1	2	3	4	5	6
9. MESC should have very little to do with advisory committees.	1	2	3	4	5	6

Form 1. (Continued)

Advisory Committee Opinionnaire

I. General

	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
10. There should be more contact between school, MESC, and other community agencies.	1	2	3	4	5	6
11. The effectiveness of advisory committees does not depend on administrative commitment.	1	2	3	4	5	6
12. Advisory committees cannot function effectively in their current role.	1	2	3	4	5	6
13. Advisory committees should have a definite set of responsibilities.	1	2	3	4	5	6

II.

	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
14. Occupational and community surveys should be regularly conducted.	1	2	3	4	5	6
15. Advisory committees should play a role in conducting educational surveys.	1	2	3	4	5	6
16. Advising on course content should be an advisory committee function.	1	2	3	4	5	6

Form 1 (Continued)

Advisory Committee Opinionnaire

	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
17. Advisory committees should review performance objectives.	1	2	3	4	5	6
18. "Student placement" should include both placement of graduates and non-graduates.	1	2	3	4	5	6
19. The advisory committee function should be solely a community public relations activity.	1	2	3	4	5	6
20. Advisory committee members should be involved in more than just public relations activities.	1	2	3	4	5	6
21. Review of school facilities and equipment should be an advisory committee function.	1	2	3	4	5	6
22. Solicitation of equipment and resource material should be an activity of advisory committees.	1	2	3	4	5	6
23. All matters related to the hiring of instructional staff should be administrative rather than committee functions.	1	2	3	4	5	6
24. Advisory committees should simply make suggestions for program improvement.	1	2	3	4	5	6
25. Advisory committees should systematically evaluate the vocational program.	1	2	3	4	5	6
26. Advisory committees should serve as a clearinghouse for identifying and accessing community resources.	1	2	3	4	5	6
27. Advisory committees should review follow-up studies of program graduates.	1	2	3	4	5	6

APPENDIX B

WORKSHOP EVALUATION (Form 2)

Yes	No	
		Did this workshop meet your expections?
		Did this workshop provide you with new useful information?
		Did you learn new skills which you can use in your work?
		Will you be better able to work with advisory groups?
		Will you use your new advisory group skills?
		Did the workshop facilities contribute to effective learning?
		Was the workshop well organized?
		Did you have sufficient opportunity participate?
		Did the workshop leader(s) provide good leadership?
		Was the slide/tape or filmstrip effective and useful?
		Was the time allotted sufficient?
		Were the communication exercises useful?
		Was the resource section useful?
		Will you use these workshop materials on the job?
		Do you think the workshop was worth your time?
		Have you made up an action plan for your advisory group?
		Will you complete the rest of the exercises?
		Would you recommend this workshop to a college or friend?

Name of the workshop implementor(s) and

Name_________________________ 1 2 3 4 5

Name_________________________ 1 2 3 4 5

Name_________________________ 1 2 3 4 5

This workshop was______excellent_______good_______so-so________quite poor _________no good.

APPENDIX C

PARTICIPANT RESPONSE RECORD SHEET (FORM 3)

Social Security No.____________________ (last 4 digits)

Exercise No.____________________

Date________________________________

Group No.______________________

Directions: Please use this sheet for recording your responses to this exercise. After reading the INVESTIGATION and RESPONSE MATRIX, circle your responses on the Personal Response line below. Be careful to circle only those responses from the matrix you feel should definitely be included in the answer.

Personal Response	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

One each member of your group has developed a PERSONAL RESPONSE, begin group discussion and attempt to develop a group consensus response to the INVESTIGATION. Again, circle the responses included in the Group Response below.

Group Response	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Once the group response has been developed and after reading the DIAGNOSTIC section, circle what you feel are the final appropriate set of responses.

Post-DIAGNOSTIC Response	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

PLEASE RETURN THIS SHEET TO THE
WORKSHOP LEADER AT THE COMPLETION
OF THIS EXERCISE

APPENDIX D

SAMPLE ADVISORY COMMITTEE WORKSHOP APPLICATION FORM

Name______________________________ Job Title__________________________

Address___________________________ School District____________________

__________________________________ Office Address____________________

Office Phone______________________ ___________________________________

Home Phone________________________

Do you presently work with an educational advisory committee? ____YES _____NO

If YES, identify the advisory committee, the group to which it advises, and your position on the committee, e.g. chairperson or representative of labor or student representative, etc.

____

____

____

____

Which of the following advisory committee functions are you most interested in learning more about? Rank them 1 through 8 from most interested (1) to least interested (8).

RANK	FUNCTIONS
____	1. Occupational Surveys
____	2. Course Content Advisement
____	3. Student Placement
____	4. Community Public Relations
____	5. Equipment and Facilities
____	6. Program Staffing
____	7. Program Review
____	8. Obtaining Community Resources

APPENDIX E

TEACHER EDUCATORS TRAINED AS WORKSHOP LEADERS

Central Michigan University

Jackson Anderson
Wells Cook
Franklyn Ingram
Jerald Lounsbury
Robert Miller
Alan Rabe
Freddie Simonds

Eastern Michigan University

Paul Kuwik
Robert Ristau
H. James Rokusek
Billie Lou Sands
John Waidley
Dr. Rosemary DeLoach

Ferris State College

Paul Hoeksema
George Storm

Madonna College

D. Slobodian
Chris Ziegler

Michigan State University

Lawrence Borosage
George Ferns
O. Donald Meaders
Arnold Mokma

Northern Michigan University

Jane Bemis
Edward Cory
Thomas Meravi
Chris Olson
Paul Renshaw
George Baker

Siena Heights College

Richard Kury

University of Michigan

John Odbert

Wayne State University

Willard Bateson
John Bies

Western Michigan University

Margaret Brennan
Raymond Dannenberg
Earl Halvas
Charles Risher

Central Michigan University
Project Staff

Leslie H. Cochran
L. Allen Phelps
Joseph F. Skupin

APPENDIX F

VOCATIONAL EDUCATION CONTACT PERSONS

Dr. Frank Stillings, Dean
School of Fine and Applied Arts
CENTRAL MICHIGAN UNIVERSITY
Mt. Pleasant, Michigan 48859
(517) 774-3186

Mr. Raymond LaBounty
Assistant Vice-President for Instruction
227 Pierce Hall
EASTERN MICHIGAN UNIVERSITY
Ypsilanti, Michigan 48197
(313) 487-3233

Dr. Thomas Cook, Dean
School of Education
FERRIS STATE COLLEGE
Big Rapids, Michigan 49307
(616) 796-9971

Dr. Lawrence Borosage, Professor
College of Education
306 Erickson Hall
MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48824
(517) 353-3887

Mr. Arthur Neiger
Assistant Professor
Industrial Education
NORTHERN MICHIGAN UNIVERSITY
Marquette, Michigan 49855

Dr. Gordon McMahon
Occupational Education
UNIVERSITY OF MICHIGAN
Ann Arbor, Michigan 48104
(313) 764-8424

Dr. Fred Cook, Associate Head
Division of Teacher Education
College of Education
WAYNE STATE UNIVERSITY
Detroit, Michigan 48202
(313) 577-0902

Dr. Raymond A. Dannenberg
Department of Distributive Education
WESTERN MICHIGAN UNIVERSITY
Kalamazoo, Michigan 49001
(616) 383-0953

APPENDIX G

MICHIGAN CAREER EDUCATION CONSORTIUM CONTACT PERSONS

Dr. Jack Anderson
Coordinator of Graduate Study
104 Finch
Central Michigan University
Mt. Pleasant, Michigan 48859

Telephone: (517) 774-3021

Dr. John Waidley
Assistant Professor
Guidance and Counseling
Room 13, Boone Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

Telephone: (313) 487-3270

Dr. Tom Cook
School of Education
Ferris State College
Big Rapids, Michigan 49307

Telephone: (616) 796-9971

Dr. Cas Heilman
Associate Professor
321 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Telephone: (517) 355-9606

Mr. James Godell
Office Administration and
Business Education Department
Northern Michigan University
Marquette, Michigan 49855

Telephone: (906) 227-2900

Dr. Gordon McMahon
Occupational Education
University of Michigan
Ann Arbor, Michigan 48104

Telephone: (313) 764-8424

Dr. Stephen B. Hillman
Assistant Professor
College of Education
Wayne State University
Detroit, Michigan 48202

Telephone: (313) 577-1665

Mrs. Mary Cordier
Department of Teacher Education
Henry Hall
Western Michigan University
Kalamazoo, Michigan 49001

Telephone: (616) 383-0446

APPENDIX H

DO'S AND DON'TS

As a result of the fifteen field test workshops conducted during September and October of 1974, a number of experiences regarding the operation of the workshop were encountered. To assist future implementors in conducting workshops and to build upon these experiences the following do's and don'ts are provided:

- Do meet the needs of the workshop participants.
- Don't use a rigid time schedule for the workshop
- Don't stop the "structural communications" discussion groups if they are"hot" in discussion.
- Don't control discussion groups.
- Do provide answers to questions that may arise from the "structural communications" exercises.
- Do assist the participants in their groups.
- Don't be too formal. A working together concept needs to be developed.
- Do have a morning and afternoon coffee break.
- Do allow sufficient amount of time for a luncheon break.
- Don't intergrate representatives, such as State Department personnel or university faculty into the discussion groups. (In some cases these may be desirable, but individuals representing power structures often curtail open dialogue).
- Don't talk too much - let it be a participant's workshop.
- Do at least two structural communication exercises.
- Don't conduct workshops on Fridays.
- Don't let a malifunction of the audio-visual equipment upset your composure. Be prepared, as much as possible, for the unexpected.

- Do give an overview of the slide/sound in lieu of "Do We Really Care" if the equipment does malfunction.
- Do consider the slide/sound presentation as the foundation of the workshop.
- Do have participant "ice-breaking" activities .
- Do have participant name-tags .
- Don't come on as a know-it-all.
- Do circulate as the "structural communications" groups are in progress.
- Do stimulate discussion if necessary.
- Do try to set-up discussion groups in a round table format.
- Don't overload the workshop participants with evaluation materials.
- Do send your contracting agency and State Department of Education Vocational and Technical Service, a report of your workshop activities.
- Do solicit questions from the participants.
- Don't attempt to answer questions to which you don't have knowledgeable answers. (These should be noted with an indication that you will follow through to determine the answer.)

APPENDIX I

HOW TO RUN THE SLIDE/SOUND PRESENTATION

Before running the slide/sound presentation it is imperative that the following items are available:

1. Two 650 Carousel slide projectors with zoom lenses.
2. Accompanying cassette for "Do We Really Care?"
3. 2550 Wollensak tape recorded with visual senseing cord to dissolve unit.
4. Two fifty foot electrical extension cords.
5. Model 1 - Kodel Carousel Dissolve Control Unit.
6. Adaptor plug (from 3 prong to 2 prong capabilities).
7. Two Carousel slide trays.
8. At least one extra Carousel projector bulb.
9. Large movie screen.

Procedure

1. Set the projectors on a table facing the screen.
2. Plug one projector cord from the dissolve control into each projector. (The projector cord plug has seven prongs)
3. Insert the visual pulse connector of the Model 2550 Wollensak Recorder into the remove receptacle of the dissolve control.
4. Insert the power cord from the dissolve control into a 110 volt, 60 cycle, a-c power outlet. If the wall outlet is not of the three pronged variety use two prong adaptor.
5. Insert Wollensak power plug into dissolve control unit.
6. Set the automatic timers on both projector and the dissolve control to the manual position.
7. Set the slide projector power switches to fan.
8. Insert cassette into Wollensak Recorder (rewind tape if necessary).
9. Turn recorder on (slide button lower right side of recorder).

10. Turn the Dissolve Control on.

11. Place the slide trays on proper projector (tray with prefix 1 on the slides should be place on lighted projector. Tray with prefix 2 on the slides should be placed on unlighted projector).

12. With the slide control button of the lighted projector rotate tray no. 1 to the slide with "Focus" imprinted. Focus Projector.

13. Turn lighted projector off.

14. Turn unlighted projector to "low" position. (this will activate the light bulb)

15. Rotate tray no. 2 to the slide no. 1 with "Focus" imprinted. Focus Projector.

16. Turn projector with tray no. 1 to "Fan" position. Now level projector by means of height adjustment on front of projector.

17. Turn projector with tray no. 2 to "Fan" position.

18. Rotate slide tray no. 1 to the number 3 tray position.

19. Rotate slide tray no. 2 to the number 3 tray position.

20. You are now ready to start the show using the Wollensak Tape Recorder.

21. Activate Wollensak recorder by depressing "Play" button and run for two minutes to check out functioning of equipment.

22. Stop recorder and rewind tape to zero setting.

23. Repeat steps 13 and 19. Be certain that the proper trays are on the slide projectors as indicated in step 11. (If correct slide projector is not lighted, turn Dissolve Control Unit to "off" position. Then, turn Dissolve Control Unit to "On" position. This procedure will cycle the projector to the proper positions) Steps 1 thru 24 should be accomplished with a minimum of 30 minutes remaining to the beginning of the workshop.

24. You are now ready to start the slide/sound show "Do We Really Care?"

25. Activate Wollensak recorder by depressing "play" button.

APPENDIX J

WORKSHOP REPORT

As a part of each workshop, the workshop leader is expected to develop a brief summary. The purpose of this report is to accurately account for the dissemination of the materials and to provide a general overview of the reactions to the experiences in the workshop. This should include:

- Name of workshop leader
- Sponsor of the workshop
- Place and time of the workshop
- Number in attendance
- Type of individuals attending, such as administrators, vocational teachers, counselors and advisory committee members outside of education
- General reactions or evaluations
- Submit one copy to:

  Dr. Robert Weisham
  Education Consultant
  Vocational-Technical Education Service
  State Department of Education
  Box 928
  Lansing, Michigan 48904